

AN ANALYSIS OF LEADERSHIP STYLES OF FIRST-YEAR
MIDDLE SCHOOL PRINCIPALS

By

IRENE MARY-ANN CHEPONIS

A DISSERTATION PRESENTED TO THE GRADUATE SCHOOL
OF THE UNIVERSITY OF FLORIDA IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
DOCTOR OF EDUCATION

UNIVERSITY OF FLORIDA

1990

DEDICATION

To my father, Alfred B. Cheponis,
and in loving memory of my mother, Ann.

Their unwavering patience, faith, and love allowed me to
find the inner strength, conviction, and determination to
achieve any goal I set.

ACKNOWLEDGMENTS

I would like to thank my committee chair, Dr. James W. Longstreth, and committee members, Dr. Paul S. George and Dr. Edward C. Turner. Thanks are also expressed to Dr. James Heald, University of Florida Department of Educational Leadership; Dr. Richard Morland, Stetson University, for his guidance and confidence in my ability to attain a doctorate; Dr. Wayne K. Hoy, Rutgers University, for his cooperation, guidance, and permission to use the OCDQ-RS; Dr. Forrest Parkay, University of Florida; Dr. Linus Bridges, Florida Department of Education, who made any needed data only a phone call away; Dr. Lee Baldwin, Orange County School District, and all of the participating middle school principals; Dr. Irving Miller, Harlem School District, Loves Park, Illinois; and Dr. Gary Maris, Dean of Liberal Arts, Stetson University. I also extend thanks to my dear friends Dyan McLaughlin, Mary Ellis, Paul Gleason, Ann Anderson, Tanna Gartside, Leslie Chechakos, Ann Gerard, Vincent DiVencenzo, May Will Walker, and Suzanne Wilgers for always being there when I

needed their encouragement, support, understanding, expertise, and love. They never failed me.

And, once again, I would like to give my thanks to my father for making so many sacrifices for me and never losing faith.

TABLE OF CONTENTS

	<u>Page</u>
ACKNOWLEDGMENTS	iii
ABSTRACT	vii
 CHAPTERS	
I INTRODUCTION	1
Statement of the Problem	2
Need for the Study	2
Limitations	3
Definition of Terms	4
Organization of the Report	6
II REVIEW OF RELATED LITERATURE	7
The Junior High School	8
The Middle School	13
The Process of Change	16
The Principal and Change	20
The Effective Schools Movement	24
The Leadership of the Principal and School Climate	26
The Organizational Climate Description Questionnaire	29
III PROCEDURES	33
The Setting	34
Procedure	38
Instrumentation and Data Collection	41
Summary of the Chapter	44
IV DATA ANALYSIS	45
Individual Principal Synopsis	45
Patterns of the 16 Principals by Interview Questions	70
Patterns in Leadership Style	78

V	CONCLUSIONS AND RECOMMENDATIONS	88
	Findings	90
	Conclusions	94
	Recommendations	96

APPENDICES

A	PRINCIPAL INTERVIEW GUIDE	98
B	OCDQ-RS STATEMENTS CORRESPONDING TO INTERVIEW GUIDE ITEMS	101
C	PRINCIPAL OCDQ-RS AND INTERVIEW ITEM SCORES ...	108
D	INTERVIEW AND SELF-REPORTED OCDQ-RS MEAN SCORES FOR SUPPORTIVE AND DIRECTIVE BEHAVIOR SUBTESTS	116
E	NARRATIVES OF PRINCIPAL INTERVIEWS	117
	REFERENCES	148
	BIOGRAPHICAL SKETCH	154

Abstract of Dissertation Presented to the Graduate School
of the University of Florida in Partial Fulfillment
of the Requirements for the Degree of Doctor of Education

AN ANALYSIS OF LEADERSHIP STYLES OF FIRST-YEAR
MIDDLE SCHOOL PRINCIPALS

By

Irene Mary-Ann Cheponis

May 1990

Chairman: James W. Longstreth
Major Department: Educational Leadership

The concepts of principal leadership behavior as they related to the process of change and middle school implementation were examined. The purpose of this study was to analyze principals' leadership behaviors in an urban Florida school district during a transition of junior high schools to middle schools. Specifically, the focus of the study was on the following: (a) patterns of 16 middle school principals' perceptions of their leadership behaviors during a period of transition from junior high schools to middle schools, and (b) patterns of behavior of principals exhibiting the most supportive behavior compared with those principals exhibiting the most directive behavior.

The research was conducted in a large urban school district. A population consisting of the 16 first-year middle school principals of the district was interviewed. They completed an Organizational Climate Description Questionnaire-Rutgers Secondary (OCDQ-RS) to determine supportive or directive leadership behavior. The OCDQ-RS results and the interview data were analyzed and reported in a case study methodology.

Ten findings and three postulates were developed from the data analysis. First, the primary behavior pattern related to successful implementation of a middle school concept is postulated as best categorized as supportive rather than directive. Second, supportive principals are postulated to work more effectively with teachers than do directive principals. Third, supportive principals are postulated to be more likely to focus attention on people concerns as opposed to material concerns.

The results of this study, if supported by further research as recommended, will provide needed insight into appropriate selection criteria for school districts seeking persons to serve as principals while attempting to successfully implement middle school programs. Such further validation could provide valuable information relating to the general area of school principal selection.

CHAPTER I INTRODUCTION

The attitudes and behaviors of administrators are key elements in the making of successful schools.

Administrators' effectiveness in dealing with teachers and staff, their relationships with students and their parents, and their management of the school program are crucial factors in achieving common goals and providing an optimal learning environment.

In recent years, attention has been focused on the patterns of behavior that are common among effective administrators. The impetus for this attention stems from studies on school effectiveness which revealed that the different styles of leadership of principals and their ability to adapt to change were factors that distinguished the effective from the less-effective school (Johnston, 1985). These dimensions of leadership dealt more with specific patterns of behavior than with general personality traits.

The focus of this investigation was on principals' behaviors. Unlike previous studies that concentrated on empirical measures to determine effectiveness, this

research was based on an analysis of how principals perceive themselves as administrators.

Statement of the Problem

The purpose of this study was to analyze principals' leadership behaviors in an urban Florida school district during a transition of their junior high schools to middle schools. A case study methodology was used to analyze and synthesize a description of behaviors of 16 middle school principals. Specifically, the focus of the study was on the following: (a) patterns of 16 middle school principals' perceptions of their leadership behaviors during a period of transition from junior high schools to middle schools, and (b) patterns of behavior of the four principals exhibiting the most supportive behavior compared with those of the four principals exhibiting the most directive behavior.

Need for the Study

In 1987, approximately 23% of Florida's public school students were enrolled in the 6th, 7th, and 8th grades according to the State of Florida Department of Education (1988). In some Florida school districts those students in grades 6-8 were enrolled in middle schools, while in other districts students in grades 6-8 were enrolled in the more traditional junior high schools. The number of Florida middle schools has increased both in the total number of schools and school districts adopting the middle school

concept. Between 1984 and 1986, 44 (66%) of Florida's 67 school districts had designated a total of 107 middle schools. For the school year 1986-87, the number of school districts with middle schools had increased to 46 (69%) with a total of 187 middle schools. During the 1987-88 school year, 49 (73%) of 67 counties had designated a total of 212 middle schools.

This trend toward an increased number of middle schools has occurred in many regions of the United States. Determining the appropriate school-age population will continue to be a major consideration in the middle grade organization of schools in many school systems in the future was a conclusion stated in The Organization of the Middle Grades: A Summary of Research (Educational Research Service, 1983). With the frequency of changes to middle schools, identification of effective principal behavior becomes important.

Supportive and directive types of leadership behavior affect the principals' degree of success in bringing about change. The principals in this study were charged with the implementation of the middle school concept. They were, in effect, change agents.

Limitations

This study was limited by the following factors and conditions:

1. Only one instrument was used to verify the subjective assessments of the principals.
2. The population was drawn from a single urban school district. The opinions of these principals may differ from those of principals in other school districts.
3. The verbal comments utilized in the analysis were limited to taped responses to specific questions. The investigator did not have the opportunity to ask further questions, and thus to secure clarification upon specific points.
4. This study included self-report data from the study participants. These data may limit the study as they may not reflect total accuracy or honesty of the respondent.

Definition of Terms

Consideration is behavior indicative of friendship, mutual trust, respect, and warmth in the relationship between the leader and members of his or her staff (Halpin, 1959).

Initiating structure is the leader's behavior in delineating the relationship between himself and members of the work-group, and in endeavoring to establish well-defined patterns of organization, channels of communication, and methods of procedure (Halpin, 1959).

A junior high school is a school between elementary and high school usually containing the grades 7, 8, and 9 and having a content-area oriented curriculum.

A middle school is a school comprised of three to five grades between the elementary and high school which focuses on the educational needs of students in these in-between years and is designed to promote continuous educational progress for all concerned (Alexander & George, 1981).

The Organizational Climate Description Questionnaire-Rutgers Secondary (OCDQ-RS) (Kottkamp, Mulhern, & Hoy, 1987) is a 34-item questionnaire for use in measuring the behavior of secondary principals for supportive or directive leadership style. It includes the following two subtests of principals' leadership behavior.

Directive principal behavior is characterized by a principal who is rigid and whose style of supervision is domineering.

Supportive principal behavior is characterized by efforts on the part of the principal to motivate teachers by using constructive criticism, setting an example through hard work, and by being helpful and genuinely concerned with the personal and professional welfare of the teachers.

School climate is a description of the work environment of an organization, usually based on the perceptions of the members.

Organization of the Report

Chapter II contains a review of literature related to the middle school, principal behavior, and organizational climate. The methods used in this study are explained in Chapter III. In Chapter IV, the results of the data analysis are presented. Chapter V contains the conclusions and recommendations.

CHAPTER II REVIEW OF RELATED LITERATURE

The literature relevant to developing a background of information supporting this study is reviewed in this chapter. Research related to an analysis of leadership styles of first-year middle school principals has been included. These areas include (a) the junior high school, (b) the middle school, (c) the process of change, (d) the principal and change, (e) the effective schools movement, (f) leadership of the principal, (g) the principal and school climate, and (h) the Organizational Climate Description Questionnaire-Rutgers Secondary (OCDQ-RS).

For the past 20 years there has been disagreement among educators and citizens over whether the organization of the junior high school or middle school can more effectively meet the educational and social needs of preadolescent students. This argument has been intensified by an increasing pre-high-school dropout rate and the implied belief that the grade arrangement between the elementary and high school may be responsible.

The leadership of the school principal is generally accepted as a factor in the effectiveness of a school

regardless of the grade arrangement. With the reorganization of many junior high schools to middle schools, the role of the principal is being reexamined and in some cases redefined. As this reorganization to middle schools begins, the selection of principals to spearhead this change may have more far-reaching effects than just implementation. Perhaps the selection of principals with certain leadership behaviors can make the reorganization more successful. By studying the change process, the leadership behaviors of the principal, and his or her interaction with faculty, data can be gathered and analyzed to identify effective leadership behaviors and style patterns of successful middle school principals.

The Junior High School

The junior high movement originated as a turn-of-the-century Progressive Era movement in America. Through recommendations from the Committee of Twenty-One sponsored by the University of Chicago in 1903, some intellectual credibility was given to a junior high school arrangement. In 1903, with school attendance compulsory only until the age of 14 in some states, educators began to see the value of offering academic and vocational studies at an earlier age (Van Til, Vars, & Lounsbury, 1967, p. 9).

Brimm (1969) cited Charles Eliot, Harvard University's president in 1888, as an advocate for changing both the organization and curriculum of American schools. Eliot

indicated that 7th and 8th grade years were being used solely as a two-year review of what had been taught in grades 1 through 6. He proposed the teaching of college preparatory courses in the 8th grade. His suggestions went far beyond the establishment of junior high schools and led to a restructuring of the entire educational system of America.

The first junior high school opened in Richmond, Indiana, in 1885. The movement did not grow until 1910 when Berkeley, California, and Columbus, Ohio, school districts restructured the grade organization to a 6-3-3 configuration (six years of elementary school, three years of junior high school, and three years of high school). The number of junior high schools then rapidly increased (Toepfer & Marani, 1980).

Inglis (1918) found that the Bureau of Education reported that 26 cities had the 6-3-3 grade arrangement, citing Douglass' 1916 survey results in which over 25% of 184 school districts had a 6-3-3 grade configuration. He also cited a survey by the North Central School Association which reported that 293 of its 1,165 member secondary schools had either reorganized their systems to include junior high schools or were planning to do so in the near future.

In 1918, the Commission for the Reorganization of Secondary Education of the National Education Association

(NEA) (Van Til et al., 1967) issued the "Cardinal Principles of Secondary Education," which strongly urged a 3-3 pattern for secondary education. Another suggestion of the committee was to introduce a departmentalized instruction approach, electives, and exploratory experiences for students.

Although the recommendations of these committees did not lead immediately to the implementation of junior high schools, they did provide a more receptive climate for the acceptance of this concept. Many concepts and subjects were moved into the elementary grades, and the 7th and 8th grades became more closely aligned with the secondary school. However, the need for curricular independence from both the elementary and secondary schools began to be recognized as desirable. More and more people began to feel that students entering adolescence should be grouped together to better address the psychological and emotional changes and needs of this age group.

The number of junior high schools in the United States increased to almost 6,000 by 1970. In a survey conducted by the Department of Education in 1952, Gaumnitz (1954, p. 23) reported that over half of the 7th and 8th graders in the United States were enrolled in junior high schools. He found that junior high schools were used in almost 75% of the country's school systems for grades 7-9. Moss (1969) reported that a 1966 National Education Association study

found the junior high school organization to be more popular with large school populations. Fewer than 13% of smaller school districts with enrollments of 300-3,000 operated a 6-3-3 organization, while over 75% of larger school districts with enrollments of 25,000 or more had the 6-3-3 organization (Moss, 1969, p. 53).

In addressing conflicting perceptions of the role and goals of the junior high school, the National Education Association (1923) reported that the junior high school was more than a shuffling of grades of the elementary and high school years. The report further stated that a true junior high school would have the following features: a separate building to house grades 7, 8, and 9; teachers specifically assigned to these grades; planning for teaching and meeting the individual needs of the students; planning a less traditional curriculum for the students; student choice of elective offerings with guidance input; promotion based on standards of individual subjects; and activities relevant to early adolescents.

An early advocate of junior high schools, Lentz (1956) reported that the original goals of junior high schools addressed a variety of topics. Junior high schools were being organized to educate adolescent students more effectively by improving communication between the elementary and high schools, meeting the needs of retrained students, and focusing on the special needs and interests

of the junior high school student. He also reported that junior high schools were established for other reasons including relieving overcrowding in the elementary and high schools.

The original aims of the junior high school changed as the grade arrangement became more popular. Beals (1952) suggested that junior high schools could no longer be justified simply for vocational training and the reduction of dropout rates. According to Howard and Stroumbis (1970), the goal of the junior high school was to provide education for the early adolescent by focusing more on a basic general education, exploratory offerings, and guidance, and less on holding potential dropouts and on vocational training.

Howell (1948) reported, in the findings of a survey of administrators in 100 cities, that the majority of the original aims of the junior high school were still valid; student retention, vocational training, and the grouping of students by achievement were the aims most frequently mentioned. Modern functions of the junior high school were identified by Gruhn and Douglass (1956) as follows: the integration of the students' previous experiences with education, the exploration of the students' aptitudes with their special talents, differentiated learning opportunities, guidance assistance, socialization, and elementary/high school articulation. These functions, as

identified by Gruhn and Douglass, were widely accepted as valid functions of the junior high school by most experts (Howard & Stroumbis, 1970). Stoffler (1967) surveyed Illinois principals and found that they accepted all of the goals identified by Gruhn and Douglass as fundamental, except integration. Spagnoli (1967) analyzed the purposes of junior high school with respect to adolescent needs. He found that the aims and functions of the junior high school were, in the mid-1960s, ultimately related to the well-being and development of early adolescents. He concluded that the main focus of the junior high school was to provide an education that would meet the needs of early adolescents in terms of their special needs, interests, and abilities.

The Middle School

In 1950, the first middle school was opened in Bay City, Michigan. Although Gatewood and Dils (1975) described the growth of middle schools during the 1950s and early 1960s as "modest," they described the growth of middle schools in the next decade as "incredible." Cuff (1967), in a 1965-66 school year survey in 20 states, identified 499 middle schools in 446 school districts. From 1965 to 1971, the number of middle schools increased fourfold. Approximately 2,000 middle schools were in operation by 1971 (Alexander, 1971). During the following 12 years, the number of middle schools increased to

approximately 4,000. By 1977, 4,060 middle schools were identified by Brooks and Edwards (1978). Soares, Soares, and Pumerantz (1973) attributed the rapid increase in the number of middle schools to one of the past decade's most noteworthy movements in education. The middle schools were later described as "the most remarkable phenomena in the history of American education" by Gatewood and Dils (1975, p. 1).

Brimm (1969) described the increasing middle school movement as basically "a reaction against the perceived failings of the junior high school" (p. 1). Hull (1965) stated that American education's greatest mistake may have been the junior high school. He indicated that the middle school's popularity was a reaction to the junior high school's program and not to the junior high school concept itself. Eichorn (1980) suggested that the junior high school lost effectiveness because it was too closely imitating the high school. The junior high school was originally meant to provide a linking bridge between the elementary school and the high school. Junior high schools were generally becoming more like high schools. They were better at meeting the needs of teenagers, not preadolescents (Alexander et al., 1968).

Advocates of the middle school made four major criticisms of the junior high school. Moss (1969) summarized these criticisms as follows: the original

purposes of the junior high school were never achieved; junior high schools became "junior" high schools; the 9th grade continued to emphasize college preparation despite being housed with the 7th and 8th grades; and racial segregation was encouraged by junior high schools in delaying the leaving of the neighborhood schools until the 7th grade.

Five reasons in support of the establishment of middle schools were identified. These positive reasons were (a) with the earlier onset of puberty, 6th graders should be housed with the 7th and 8th grades; (b) no college preparatory requirements were tied to the middle school so the curriculum could be more exploratory in focusing on the 11-14-year-old group; (c) the certification of middle school teachers would create a profession of teachers specifically trained to meet the needs of preadolescents and early adolescents; (d) the middle schools could someday evolve into a nongraded structure that would facilitate an easier transition from elementary to high school; and (e) guidance would be emphasized in the middle schools (Moss, 1969, pp. 18-19).

According to polls of principals, reasons for the establishment of middle schools have also changed. Alexander et al. (1968) conducted a national survey in which 110 principals were asked to identify the reasons for the establishment of their middle schools. Over 58% of the

respondents cited the relieving of overcrowding in other schools as the reason. About 44% of the principals stated that their programs were specifically designed with students of this age group as the focus. Other reasons were (a) to bridge the gap between the elementary school and the high school, (b) to offer more specialization for the 5th and 6th grades, (c) to house the 9th grade at the high school, (d) to utilize a new school building, (e) to effect desegregation, and (e) to replicate the success of the middle school in other school systems.

Valentine, Clark, Nickerson, and Keefe (1981) surveyed 1,413 principals regarding the goals for the establishment of their middle schools. He found that 61% of the principals had adopted the middle school grouping of either 5th, 6th, and 7th graders or 6th, 7th, and 8th graders in order to better meet the educational and other needs of this age group.

The Process of Change

The change process in the realm of education fosters some misgivings by those involved in it. To be effective in implementing any change, someone must undertake the responsibility of being the change agent. According to Ross (1951), at the school level the principal is usually the change agent. Many researchers have developed change processes that can be adapted for use in the school. One such change process was devolved from the research of Hall,

Wallace, and Dossett (1973) and is identified as the Concerns-Based Adoption Model (CBAM).

One of the philosophical cornerstones of the CBAM approach is the focus on understanding the role of the service providers (teachers) involved in the process of change. In this model, the principal, acting as the facilitator of change for the school, places great importance on understanding the concerns and teaching styles of the teachers. Hall and Hord (1987) also emphasized the need to analyze the aptitudes and attitudes of teachers so that inservice education, teaching strategies, and daily classroom curriculum concerns could be met based on teacher perceptions. More emphasis was placed on the needs of individual teachers by CBAM than on duplicating experiences that had been successful with teachers in other schools. Thus, the uniqueness of each facility and faculty was respected.

Other relevant models of change have been derived from research done by Havelock (1971). He developed three models for understanding the change process. The first model, the Social Interaction Model, assumes that the development of the change has occurred and that dissemination is imminent. The process of change is identified as a series of phases of decision-making and the relationship of the change agent to the dissemination of the change through social strata. The second model, the

Research, Development, and Diffusion Model, advocates an emphasis on a systematic and sequential series of phases to bring about change. This model makes five assumptions about the change process: (a) a logical and sequential series of steps must be identified and followed; (b) intensive, long-range planning must be undertaken; (c) the work must be divided and coordinated based on the needs assessed in the previous step; (d) a passive consumer, if rational, will accept and implement the change; and (e) the initial and maintenance costs of the program will be far outweighed by the effectiveness of the change in meeting the goals for which it was intended.

The final model is the Problem-Solver Model, which is derived from group dynamics/human relations origins. Havelock (1971) advocated five positions from this model's perspective. These five positions are (a) the needs of the user are considered, (b) making an assessment or identification of needs is necessary, (c) the change facilitator is nondirective in his style and is not to be perceived as an "expert," (d) there is full utilization of all resources, and (e) self-proposed and self-applied innovations will produce the strongest user commitment.

The Organizational Development Model (OD) is another example of the problem-solver approach. Schmuck, Runkel, Arends, and Arends (1977) are credited with applying this business-based strategy to school settings. In their work

in schools, these researchers suggested that group dynamics in the organization are the source of many of the problems encountered in the change process. Thus, the focus of change in the OD Model is on the group, not the individual. In order to realize change, the organization must become more adaptable, and this is accomplished by emphasizing interpersonal relation skills and improving the effectiveness of the subgroups within the organization.

The Linkage Model (Havelock, 1971) is primarily concerned with the users in the change process. The linker, or change agent, seeks to bridge the communication gap between the innovators of the change and the implementors or users of the change. The linker serves as a liaison between the two systems.

The Rand Change Agent Study (Berman & McLaughlin, 1977, 1978) examined four federally-funded change agent programs in districts implementing new educational innovations and practices. The two phases of the study were the initiation/implementation phase and the incorporation/continuation phase. This study was national in scope and focused on the implementation and institutionalization facets of the change process. The results of the study suggest there was a change in the schools as new practices gained support and momentum and became more internalized. This report also reinforced the belief in the importance of the role of the principal as a

change agent. A positive perception of the commitment of the principal to the goals of the change intensified the support given to the change, thereby contributing to a successful attainment of those goals.

Research on educational implementation is only about 12 years old. Research on the principal's actions and their relationship to the change is only about five years old. Berman and McLaughlin (1977) found that changes were more successfully implemented when given active support by the principal. Berman and McLaughlin (1978), in later research, reported that the nonverbal behaviors of principals were more indicative of their message about the change than were their verbal behaviors. The principal's participation in training for the implementation was also an indicator of his or her commitment to the change.

The Principal and Change

Four decades ago Ross (1951) identified the principal as the key influence in the change process of the school. The role of the principal during a change process has been given names such as "the key agent of change" (Berman & McLaughlin, 1977, p. 124). A problem preventing some principals from being more effective in their change role was that few people understood what it meant. With such vague descriptions of the role of the principal, it was no wonder that many principals meet their change process role with little enthusiasm. With the change process, the

principal was being asked to change his or her role and become more involved in the instructional or curricular leadership of the school. The innovation of the program was of far less importance to the principal than was the role change (Fullan, 1982).

The Rand Study of Federal Programs Supporting Educational Change (Berman & McLaughlin, 1978) reported the results of several federally-funded programs in over 300 school districts. Berman and McLaughlin (1977) reported that one-third of the teachers in their study stated that their principal's primary function was that of an administrator and rated his or her as ineffective and uninvolved in the process of change. The actions and not the words of the principal were perceived as more indicative of the support of the principal for the change. The teachers also stated that the degree to which a principal was actively involved in workshop training for the change was the truest indicator of the principal's commitment to the change. Peterson (1981) identified the direct interest and support of the administrator as one of the five major commonalities in his analysis of five major U.S. research studies.

Hall, Hord, and Griffin (1980), in their study of a revision of the teaching of science by 80 elementary schools in one county, were able to monitor the implementation process over a three-year period. They

assessed the degree of curriculum implementation in each classroom. One of their conclusions of the study was that the degree of implementation by the teachers had a direct relationship to the actions of the principal. In some schools the principal delegated the implementation responsibilities to a teacher or to another administrator, and the implementation was not effective. In schools in which better implementation resulted, the principals assisted and supported the teachers in the change process. Based on these data, the researchers were able to conclude that "the single most important finding was that the actions and concerns of the principals were responsible for the difference in the degree of implementation of the innovation in different schools" (Hall et al., 1980, p. 26).

Rosenblum and Jastrzab (1980), in case studies of the roles of 13 principals in four Teacher Corps projects, also reported that the more successful projects had principals who gave general support, were accessible to teachers, and took an active role on the project. The active role of the principal did not have to be direct. Some principals delegated daily responsibilities to subordinates, but the staff knew that the principal was receiving their feedback and was committed to the change. The Dissemination Effort Supporting School Improvement Study (DESSI), in its first analysis, showed that when teachers perceived that

principals were supportive of the change and were willing to provide help for teachers, the teachers were more committed to changing classroom practices (Crandall, 1977).

The principal's interest in the instructional aspects of program planning was also critical. Wellisch, McQueen, Carriere, and Duck (1978) correlated the leadership of 22 elementary principals in instruction with the success of their schools in increasing reading and mathematics achievement. The schools in which principals showed a direct interest in instruction were significantly more likely to have an interest in student achievement.

As an instructional leader, the principal can have a distinct role. Rosenblum and Jastrzab (1980) were able to distinguish between two types of instructional change leadership roles. Leaders who were very involved in the curriculum decisions of the teachers were facilitative. Using a variety of strategies, they were able to organize and influence the teachers. They relied heavily on teachers influencing other teachers. In contrast, the more directive instructional leaders themselves made the decisions on the nature of the change and then tried to get the teachers to follow these decisions.

The development of the OCDQ-RS by Kottkamp et al. (1987) provided a means of distinguishing similar labels for principals. The leadership styles of the principals were categorized as supportive or directive. Principals

exhibiting supportive principal behavior set an example by working hard themselves, used constructive criticism, and explained their reasons for criticism to teachers.

Principals exhibiting directive principal behavior "ruled with an iron fist," supervised teachers closely, and monitored everything that teachers did.

Bobruff, Howard, and Howard (1974) surveyed 233 principals about their administrative experience and education. Only three of these principals reported receiving college training in junior high school or middle school administration. Over 100 of the principals did not complete any college coursework focused on preadolescent or early adolescent education. Yet, over 68 of the principals had been assistant principals in junior high schools or middle schools. Slightly fewer than 50% of the principals mentioned that they chose middle school administration because they enjoyed working with students of this age. A large number of principals (151) agreed that prospective principals should be required to have specialized training. Of the 233 principals, over 74% expressed the belief that future principals should teach in the schools, and over 70% agreed that an administrative internship should be a prerequisite for an administrative position.

The Effective Schools Movement

The late Ronald R. Edmonds has been cited as the first leader of the effective schools movement. He identified

five characteristics of effective schools: (a) a school mission or statement of the academic goal of the school, (b) careful monitoring of student achievement as a means of evaluating the program, (c) teachers' high expectations that students can master curriculum skills, (d) a school climate that is conducive to learning, and (e) a principal as an instructional leader concerned with teaching ability and student learning (Olson, 1986).

The effective schools movement has gained momentum because of the nationwide interest in changing mediocre schools into more effective schools with higher student achievement. Proof of this momentum can be seen in the following examples:

1. The National Institute of Education funded the establishment of one elementary and one secondary research center for effective schools.

2. In a report by the Education Commission of the States, specific school improvement strategies were developed in 20 states, and many were utilizing school effectiveness criteria as part of the improvement process.

3. In a federally funded study it was reported that, as of September 1984, 1,750 school districts and 7,000 schools across the country were served by 39 effective school programs (Olson, 1986).

Johnston (1985) reported that almost every effective school study credited the principal for sound leadership

and a dedicated faculty. The style of the principal in influencing the school culture was indirect in that cultures were often by their nature resistant to change from without. The change must come from within so that it will be long lasting. In conclusion, Johnston made the following statements as reminders for principals to achieve a good environment for excellence: (a) those involved must see the meaningfulness of what they are doing, (b) those involved need to have some control over what happens to them, (c) those involved need positive reinforcement, and (d) those involved most likely have their actions influence their beliefs rather than have their beliefs influence their actions.

The Leadership of the Principal and School Climate

Hoy and Clover (1986) stated that the principal was the single most important person affecting school climate. As the controller of the formal organization, the principal orchestrated the informal organization normatively and behaviorally. They added that school climate (a) was affected by the leadership of the principal, (b) was experienced by teachers, (c) affected the behavior of the members, and (d) was based on collective perceptions.

Araki (1982) conducted a study in Hawaii of the perceptions of private and public school teachers regarding the organizational climate of their schools and the leadership behaviors of their principals. In analyzing the

results, he reported that the more participative the leadership style of the principal, the more satisfied and less frustrated were the teachers.

In a study of 17 practicing school administrators (Barrett & Yoder, 1980), the most significant conclusion was that the effective leadership behavior of practicing administrators was improved through the use of specialized educational programs stressing "leadership" rather than administrative "training." In this study, all of the administrators were rated on leadership styles by teachers. One group of administrators was then given a one-week workshop on leadership education while a control group received no training. The administrators in the workshop group were able to compare their perceptions of their own leadership styles with their teachers' perceptions and receive training on how to improve their leadership competencies. After the training, the teachers observed an improvement of leadership competence in their schools. The improvement was measured through a second rating of leadership styles.

Principals affect school climate, but there are many dimensions or factors affecting school climate, and different researchers attribute different terms to these dimensions. Using Taguri's (1968) organizational climate taxonomy, Anderson (1982) assigned terms to the following four environmental dimensions: (a) ecology, the physical

and material aspects of schools; (b) milieu, the social aspects consisting of particular persons and groups; (c) social system, the aspects concerning persons and patterns of group interactions; and (d) culture, aspects concerning belief systems, values, and cognitive structures. Anderson reported that, of the four dimensions, climate emphasized the cultural and social system dimensions.

The process of measuring organizational climate was addressed by James and Jones (1974). They found two basic approaches. The first, the individual attributes approach, assumed that climate was a function of the interaction between personal and organizational characteristics and could be measured by the perceptions of individuals. In this case, the perception would be idiosyncratic rather than organizational. The second, the organizational attributes approach, assumed that climate was a function of stable organizational properties rather than of perceptions and could be defined at the organizational level. It is the second approach which underlies most of the research on school climate.

However, most of the researchers of school climate agree that the perceptual approach is the more appropriate. In their early research, Halpin and Croft (1963) assumed that the perceptions of the faculty were the determinants of the climate of the school. Realizing that perceptions were both subjective and objective, Halpin argued that the

collective perceptions of climate were basically objective rather than just subjective responses.

In these initial efforts to define and measure school climate, Halpin and Croft (1963) determined the following components: the socioeconomic status of the pupils, characteristics of the teachers and the principal, the "quality" of the students, attitudes of the parents toward the school, the physical plant, teacher salaries, district policies, geographical location, grade level, and social interactions (both between the principal and teachers and among the teachers themselves). Although Halpin and Croft's dimensions are similar to those defined by Taguri (1968), they focused more on the dimension of the social interaction between the principal and the teachers, the social dimension of organizational climate.

The Organizational Climate Description Questionnaire

School climate is the work environment as described by teachers and staff. It is an important variant that affects schools and the effectiveness of their staffs in setting and meeting educational goals. The Organizational Climate Description Questionnaire (OCDQ) was developed by Halpin and Croft (1963) as an instrument to measure school climate in elementary schools. It continues to be used as a popular indicator of school climate. However, the instrument did have drawbacks and was revised by Hoy and Clover (1986) into the Organizational Climate Description

Questionnaire-Revised Elementary (OCDQ-RE). Kottkamp et al. (1987) developed the Organizational Climate Description Questionnaire-Rutgers Secondary (OCDQ-RS) specifically for use in secondary schools (Appendix A).

Halpin and Croft (1963) constructed the OCDQ by writing and categorizing items mainly according to an intuitive method. Factor analysis at the individual unit of analysis eventually reduced the subset of the original matrix of items (Halpin & Croft, 1963). This process produced eight OCDQ subtests based on principal and teacher behaviors. The principals' behaviors included aloofness, production emphasis, thrust, and consideration. The teachers' behaviors were described as disengagement, hindrance, esprit, and intimacy. Six model school climates were then constructed from the clustering effect of the pilot schools' subset scores. These designations were made to index school climate: open, autonomous, controlled, familiar, paternal, and closed--with open and closed as the extremes.

The OCDQ, originally developed for use on the elementary level, was reanalyzed by Hayes (1973) in an attempt to revise it. No other revision of the OCDQ had been attempted until Hoy and Clover (1986) revised it for use at the elementary level. Waldman (1971) questioned the degree to which it was appropriate for use on the secondary level. Because most secondary schools are larger and more

complex than elementary schools, most of the schools studied fell into a closed school climate category when the instrument was administered. It was evident that a revision of the instrument was needed in order to measure the characteristics inherent to the more departmentalized secondary school.

A revision of the OCDQ to make it more relevant to the subject-oriented curriculum of the secondary school was undertaken by the Rutgers Research Group on Organizational Behavior. In each of the 78 New Jersey high schools used in this study, four different questionnaires were distributed to 1,178 teachers. One of the four questionnaires contained the items used in the development of the Rutgers Organizational Climate Description Questionnaire for Secondary Schools (OCDQ-RS). Faculty meetings were used to collect data, and the responses averaged above 90% (Kottkamp et al., 1987).

The response data indicated that the role of the principal could be crucial to the effectiveness of change in the school. The effectiveness of the change was dependent upon the effectiveness of the role of the change agent. His or her leadership behaviors and the perceptions of these behaviors could serve as a catalytic force or a short-lived spark for change. The leadership behaviors of the principal and the self-perceptions of these behaviors were interwoven into the process of change--in this case,

the implementation of the middle school concept in a large urban school district in Florida.

CHAPTER III PROCEDURES

The purpose of this study was to analyze principal leadership behaviors in an urban Florida school district during a transition from junior high schools to middle schools. A case study methodology was used to analyze and synthesize a description of behaviors of 16 middle school principals. Specifically, the study focused on the following: (a) patterns of 16 middle school principals' perceptions of their leadership behaviors during the period of transition from junior high schools to middle schools and (b) patterns of the behaviors of the four principals with the most supportive behavior compared with those of the four principals with the most directive behavior.

A case study design was used in this research. A case study deals with the questions of "how" and "why." Yin (1984) has defined it as "an empirical inquiry that investigates a contemporary phenomenon within real-life context; when boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used" (p. 23).

The Setting

The transition from junior high schools to middle schools was begun in the large, urban Florida county where the investigation was conducted, in September, 1983. Prior to legislative mandate, the school board made a district commitment to an intermediate grade pattern (grades 6-8) based on the middle school concept. The county's evolution to middle schools was accelerated by the 1984 Florida legislation referred to as the Prime Bill. The school board acted in accordance with this legislation that called for all Florida school districts to develop a long-range plan for middle school implementation by May, 1985. The middle school concept components were piloted by principals in selected schools over four years before full implementation which was projected for the 1987-88 school year (Superintendent, 1985, Report 1, p. 3).

Early in 1984, a Management Team was organized to oversee preplanning for the conversion to middle schools. Baseline data were gathered on a variety of levels and topics through surveys. This process involved many groups, including teachers and community members, in planning and decision-making. These groups were comprised of representatives of those who would be affected by this change to middle schools including parents, teachers, administrators, students, and concerned citizens (Superintendent, 1985, Report 1, pp. 5-6).

In late 1984, primary committees and management plans were developed, standards were set for all middle schools, and preliminary administrative inservice education began. Planning and inservice training were conducted at both the school and district level to adapt the instructional program and provide a certification staff development module. Topics included in the inservice certification component were (a) a study of the middle grades, (b) understanding the middle school student, (c) organizing interdisciplinary instruction for the middle grades, (d) curriculum development in the middle grades, (e) developing critical thinking and creative thinking in middle grade students, (f) counseling functions of the middle grades teacher, (g) developing creative learning materials for the middle grades, and (h) planning and evaluating middle school programs (Superintendent, 1985, Report 4, p. 20). Principals were involved in the development of school-based plans of action for the implementation and monitoring of the change. These plans identified common elements the schools were expected to develop within the selected timeframe. These common elements included the development of academic teams of students with common ability, the placement of teachers into the grade level of their preference, common planning periods for each team of teachers, staff development for teachers, and other

components of the middle school design (Superintendent, 1985, Report 6, p. 1).

By 1985, the curriculum for the middle school had been written, and pilot schools were selected for the 1985-86 school year. This curriculum focused on the three major components for the middle school curriculum: (a) subject content, (b) personal development, and (c) essential skills. The middle school curriculum was described as being

more exploratory in nature than the elementary school and less specialized than the high school. Realizing that the uniqueness of individual subject disciplines must be recognized, an emphasis upon interdisciplinary curriculum would be stressed. Curriculum programs would emphasize the natural relationship among academic disciplines that would facilitate cohesive learning experiences for middle school students through integrative themes, topics, and units. Interdisciplinary goals should overlap subject area goals and provide for interconnecting such as reasoning, logical and critical thought, coping capabilities, assuming self-management, promoting positive personal development, and stimulating career awareness. (Superintendent, 1985, Report 2, p. 1)

The academic program emphasized the development of skills through reading, mathematics, language arts, science, and social studies. A scope and sequence of skill development was also developed for health, guidance, physical education, electives, and other educational activities. Opportunities for exploration of elective courses, special interest courses, and activity clubs facilitated the social interaction of students, democratic

living experiences, independent study and research activities, the development of responsible behavior, and multi-age group activities.

Development plans were designed by the respective schools' faculties and staffs. The formation of the County Middle School League, the identification of the pilot projects in schools, the implementation of a community-focused awareness program, and the continuation of staff development training were conducted during the spring and summer of 1987 (Superintendent, 1985, Report 3, p. 9).

During the spring of 1988, middle school teachers completed a three-part survey: a middle school design survey, the Stages of Concern Questionnaire based on the Concerns-Based Adoption Model (CBAM), and the Teacher Satisfaction Survey. The CBAM was developed from the research of Hall et al. (1973). One of the philosophical cornerstones of this model, a change process adapted for use in schools, is the focus on understanding the role of the teachers (service providers) in the process of the change (middle school implementation). In this model, the principal, acting as the facilitator of change for the school, places great importance on understanding the concerns and teaching styles of the teachers. Hall and Hord (1987) emphasized the need to analyze the aptitudes and attitudes of teachers so that inservice education,

teaching strategies, and daily classroom curriculum concerns could be met based on teacher perceptions. The CBAM placed more emphasis on the needs of individual teachers than on duplicating experiences that had been successful with teachers at other schools. Thus, the uniqueness of each facility and faculty was addressed.

Many of the principals involved in this case study were piloting or partially implementing various components of the middle school in their junior high schools during the 1987-88 school year. This time period differed in the pilot schools from 4-7 years before the actual county-wide implementation. All of the newly-selected principals of these middle schools in the first year of implementation, or transition, had experience in leadership positions and had been identified as leaders whose behaviors could make them effective in implementing the middle school concept.

All of the principals in this study were interviewed at their school sites by an independent interviewer. The interviewer had been a member of the consulting team for the middle school planning and implementation process. The principals appeared to be forthright in answering the questions on the interview guide. All of the interview interaction was audiotaped.

Procedure

Principals of all 16 middle schools in the district had been interviewed previously by another researcher using

the interview guide included as Appendix B. Each of the interviews had been audiotaped. The principals and the corresponding interview tapes were identified to this researcher only by number.

The taped responses for each interview question for all 16 first-year transition middle school principals in the district were analyzed to determine patterns of response. The self-assessments of supportive and directive principal behavior from the Organizational Climate Description Questionnaire-Rutgers Secondary (OCDQ-RS) were matched with the researcher's assessment of these same behaviors from the interview responses.

From analyses of the interview guide each set of the OCDQ-RS statements was matched to a subset of interview items measuring the same behavior (Appendix C). Using these corresponding measurements of behavior, then completed an OCDQ-RS for each principal. These responses were labeled with an I and the identifying principal number to indicate they were completed by the researcher based upon interview responses. The principals' completed OCDQ-RS instruments were scored, and the response ratings were recorded with a numeral rating scale of 4, 3, 2, and 1.

Statements 5, 6, 23, 24, 25, 29, and 30 measured supportive principal behavior and statements 7, 12, 13, 18, 19, 31, and 32 measured directive principal behavior. The OCDQ-RS response scores of the principals' OCDQ-RS were

then compared with the researcher-derived ratings which were based on the principals' interview responses. Scores were arranged according to the supportive and directive behavior scores. A mean was calculated for the two subtests for each principal (P) and each of the interview-based (I) responses (Appendix D). The distribution of each set of means was determined. The principals designated as the four most supportive had scores below the mean for directive behavior and above the mean for supportive behavior. The principals designated as the four most directive had scores below the mean for supportive behavior and above the mean for directive behavior. Due to the limited number of participants in this study, any inconsistency in the scoring of the interview items created a major effect on the results. To ensure consistency in the scoring of the interview items, the interview OCDQ-RS, as completed by the researcher and based on the principals' interview comments and responses, was used to determine supportive or directive behavior patterns for each principal.

The transcribed interview responses were reanalyzed to provide (a) comprehensive narratives of each interview, (b) categorization of principals' responses and comments by interview item, and (c) principals' responses in concise statements. The comprehensive narratives and

categorization of responses and comments are included as Appendix E and Appendix F.

Instrumentation and Data Collection

Data were collected from the 16 first-year transition middle school principals from a large, urban school district in Florida. An interview guide was utilized to ensure consistency. The items on the interview guide were divided into five categories: (a) selection, (b) personal reflections about the new administrative position, (c) goals and plans, (d) support system availability in the position, and (e) philosophy and educational platform of the principal.

In the first category, the selection process, principals were asked to respond to the following:

1. How did you come to this position? Describe the process.
2. Why were you the one selected?
3. What were the keys to your deciding to take this job?

The second category of interview questions, personal reflection, included these questions:

4. Was there anything about the decision that was difficult or problematic for you?
5. What did you think about as you moved from one administrative position to another?

The third category, entry, goals, and plans, included the following items:

6. What are the opportunities and challenges of this principalship?

7. What are you especially interested in seeing happen this year?

8. Whom do you see, at this point, helping you to implement the plans you have for the year?

9. Describe the steps you took at the beginning of the year to (a) learn about the school, (b) make your entry successful, and (c) get the middle school concept going.

10. (a) What have been the critical incidents/turning points thus far this year? (b) Has anything happened so far that created a personal/professional (moral/ethical) dilemma for you? How did you resolve it?

The fourth category, support systems, included the following:

11. What kinds of resources, ideas, people have been helpful?

12. What has hindered/blocked?

13. What would you like to have that you have not had?

The fifth category, philosophy and educational platform, included the following questions:

14. How comfortable are you with the middle school concept as it has been developed and implemented in this school district?

15. The interdisciplinary team organization in the middle school is one of the central organizational concepts of the school. (a) Thinking of the most successful team in the school, at this point, describe the team in terms of: the make-up of the team members; the ways in which the team conducts the business of the team; the accomplishments and difficulties of the team to date; the ways in which you have been involved with the team and its members. (b) Thinking of the least successful team in the school, at this point, describe the team in terms of: the make-up of the team members; the way in which the team conducts the business of the team; the accomplishments and difficulties of the team to date; the ways in which you have been involved with the team and its members.

16. When you think of other components of the middle school component as it has been implemented here (IMPACT, exploratory curriculum, interscholastic sports, the block schedule), which one of the components do you perceive as having been implemented most successfully to date? What do you believe to be the reasons for this success?

17. Thinking of the same components, which do you believe have been implemented least successfully? Why?

18. What are your thoughts about possible staff development needs for yourself, your staff, and others?

19. (a) Please describe the ways in which you and your staff members (teachers and others) have solved problems,

made decisions, and established policies during this first year? Formal and informal methods? (b) Are you anticipating the need for new policies or for confronting new problems? If so, how do you plan to deal with those issues?

20. (a) If you were asked to choose a number between 1 and 10 to describe the overall degree of effectiveness in the implementation of the middle school concept in your school this year, with 1 being the lowest and 10 being the highest, what number would you select? (b) Is there anything you would like to add or are there any additional concerns?

The answers to each item were grouped in terms of similarity of responses. Patterns of answers were observed and noted. General statements were then developed which reflected the implementation of the middle school concept. Due to time constraints, some items were omitted from the interviews of some principals.

Summary of the Chapter

A description of each principal was generated leading to overall patterns within the targeted group. Patterns peculiar to each of the two subgroups within the total population, most supportive and most directive, were examined in order to develop concepts related to these factors. General patterns were reported and recommendations for further research were developed.

CHAPTER IV DATA ANALYSIS

The purpose of this study was to analyze the leadership behavior of principals in an urban Florida school district as leaders of a transition from junior high schools to middle schools. Specifically, the study focused on the following: (a) the patterns of 16 middle school principals' perceptions of their leadership behaviors during a period of transition from junior high schools to middle schools and (b) patterns of the behaviors of the four principals with the most supportive behavior compared to those of the four principals with the most directive behavior. This chapter includes (a) synopsis of responses of each principal, (b) patterns of responses of the 16 principals, (c) identification of the four most supportive principals, (d) identification of the four most directive principals, and (e) pattern differences.

Individual Principal Synopsis

Each individual principal synopsis contains self-reported data based on the responses and comments made by the principal from the interview guide and Organizational Climate Description Questionnaire-Rutgers Secondary (OCDQ-

RS) instrument. While data were reported as fact, there has been no subsequent evaluation of the accuracy. It is assumed to be an accurate reflection of what took place.

Principal #1

Principal #1 demonstrated several characteristics of the supportive principal style. He solicited and implemented teacher input, took his role as instructional leader seriously, and provided opportunity for input from all concerned participants. Using these organizational methods, Principal #1 attempted to maintain a positive atmosphere for growth of students, faculty, and support staff.

Principal #1 had 13 years of experience as a high school principal and had previously been the principal of this facility as a junior high school. His stated goal was "to facilitate a cohesive school in which students, parents, and teachers would find open and positive communication." Committed to making the middle school succeed, he indicated he "would not be averse to making administrative and guidance changes if necessary."

He expressed a special concern about "the sixth grade students finding comfort in the middle school." He was also concerned about "the possible shortcomings of the curriculum for gifted students." In response to these concerns, he established monthly meetings with parents for the discussion of all aspects of the middle school. He

closely monitored the curriculum for gifted students. Principal #1 felt no problems occurred that were not resolved. He also felt that he had been well prepared for his role through district workshops and school visitations.

His leadership style was exemplified by three techniques: holding monthly meetings for parents, personally visiting the feeder schools during school orientation, and the development of "Group 12." This special decision-making body was comprised of teachers, department chairmen, parents, students, and support staff. The diversity of the members of "Group 12" reflected his concern for the welfare of the school. These three techniques exemplified his supportive managerial style. Feeling comfortable with the middle school implementation, he rated its effectiveness as a 7.5 on a scale of 1 to 10. He credited much of the success to "the strengths of the sixth grade teachers and the involvement of the Student Council in assisting the eighth graders in planning social activities." His responses on the OCDQ-RS also indicated his leadership style to be more supportive than directive.

Principal #2

Principal #2 demonstrated several characteristics of directive style. He emphasized the negative aspects of the school and did not solicit teacher input in decision-making. He indicated he did not listen to the teachers'

expressed needs but, rather, assumed a leadership style which was based upon his perceptions of their needs.

Principal #2 had been a junior high school principal for 12 years and described himself as a "team player." He mentioned being apprehensive about the middle school principalship due to a lack of parent involvement, the transient nature of the community, low teacher morale, and "a less than ideal faculty." His primary goal was "to increase the amount of money available for academic rewards and activities for his students."

Despite the facts that he "allowed" the teams to select their team leaders, "allowed" teachers to share news and ideas at faculty meetings, and provided refreshments for these meetings, faculty morale remained low. He also assumed fund-raising responsibilities and excluded teacher input in the designation of profits. In attempts to increase parent and community involvement, he wrote weekly school-related newspaper articles and hosted an open house for the fifth and sixth grade students.

Despite his efforts, Principal #2 described his faculty as less than ideal. He used several ineffective leadership techniques, rather than facilitate teacher input and shared decision-making. His paternalistic, traditional attitude toward teachers suggested a directive style. He described his faculty as needing to be more "gung-ho" and

for teams to be more "thematic in their interdisciplinary planning."

Principal #2 did not rate the effectiveness of the middle school implementation by number. He credited the district staff for the well-planned and appropriate training he received. His responses on the OCDQ-RS also indicated his leadership style to be more directive than supportive.

Principal #3

Principal #3 demonstrated several characteristics of the directive principal style. He did not solicit input from participants in the decision-making and change processes. His close monitoring of teachers based on "only the academic achievement of their students" conflicted with the middle school philosophy of meeting the social, emotional, physical, and psychological needs of students in addition to their academic needs. This practice discouraged teachers from developing the affective as well as the cognitive domains of their students and indirectly communicated to students that only through academic achievement could they be successful.

Principal #3 had been a junior high school principal. His stated primary goal was "to increase SSAT scores." He expressed concern for more vocational electives for minority "at-risk" students and the sequential teaching of

basic skills throughout the year. He coined the school motto "Preparing For Success."

His leadership style was exemplified by three techniques: his analytical leadership style did not facilitate two-way communication with teachers; he involved only faculty members in the decision-making group (excluding students, support staff, and parents); and he evaluated teachers primarily on the percentage of students promoted.

Principal #3 did not rate the effectiveness of the middle school implementation by number. He did describe the transition as smooth and credited this to the training provided by the district. His responses on the OCDQ-RS also indicated his leadership style to be more directive than supportive.

Principal #4

Principal #4 demonstrated several characteristics of the supportive principal style. He reported that his faculty enjoyed interacting and did not complain about the frequent meetings inherent in the middle school concept. Teacher morale was perceived to be high, effective team planning was reportedly achieved, and camaraderie seemed to exist among the faculty and staff. Due to the use of these organizational methods, Principal #4 could be predicted to be effective in maintaining a positive atmosphere for growth of students, faculty, and support staff.

Principal #4 had previously been the school's junior high school principal. Having been involved with much of the district planning prior to the implementation year, he described this principalship as "an opportunity to affect the change process."

He expressed special concerns about "student apathy" and some apprehension at "the immensity of the change to the middle school he was undertaking." Two-thirds of the student body were unfamiliar with the campus, and the parents of the sixth graders were concerned about the safety of their children at the middle school.

His leadership style, which was exemplified by encouraging teacher interaction, assigning all of the school support staff (lunchroom workers, custodians, and clerks) to academic teams, and encouraging the teachers to complete the middle school training, resulted in this school having the highest percentage of teacher participation in decision making. He reportedly accentuated a positive attitude for himself and all those involved in the change process.

Feeling very comfortable with the middle school implementation, he rated its effectiveness as an 8 on a scale from 1 to 10. He credited much of the success to the hiring of teachers who were enthusiastic about teaching in a middle school and the training and support of the district in its commitment to the middle schools. His

OCDQ-RS responses also indicated his leadership style to be more supportive than directive.

Principal #5

Principal #5 demonstrated several characteristics of the supportive principal style. He solicited teacher input, involved the Student Council in the decision-making process, and complimented teachers for "helping him to achieve his goals." Principal #5 indicated effectiveness in encouraging teachers to motivate students. He reported success in maintaining an open school climate.

Principal #5 had been a junior high school principal for 12 years. He described himself as "the best candidate for the job" and a middle school innovator. His goal was to be "a school-based principal innovator." He expressed a special concern for motivating students by "motivating teachers," communicating effectively with the community through the media, and meeting the needs of the students, teachers, staff, and administration.

His leadership style was exemplified by several techniques. These techniques included introducing a new budget process with a committee comprised of department chairpersons and teacher input, including the Student Council in the decision-making process, and crediting the teachers with helping him accomplish his goals to improve student motivation.

Feeling very comfortable with the middle school implementation, he rated its effectiveness as a 9. He credited much of the success to the teachers and support staff who "worked together as a team." His responses on the OCDQ-RS also indicated his leadership style to be more supportive than directive.

Principal #6

Despite the fact that Principal #6 harbored some negative feelings about his appointment and about the middle school concept, it became apparent that he demonstrated several characteristics of the supportive principal style. He used faculty input in decision-making, was concerned that all students be treated fairly and consistently by the discipline policy, and accepted the increased student socialization activities inherent in the middle school philosophy. Due to the use of these organizational skills, Principal #6 felt he was effective in maintaining a positive atmosphere for growth of students, faculty, support staff, and generating community pride.

Principal #6 had been a junior high school principal for 11 years. He believed he had been transferred to this school because of "the need for a veteran administrator." He had negative feelings about his new appointment. He felt he had been "demoted." He was not convinced of the value of the middle school concept. His goals for the year

were to increase student academic levels, to improve the appearance of the school so "the community could be proud of it," and to have a more effective and standardized discipline policy. He felt the success of the first year hinged on "the standardization of discipline by the dean."

His leadership style was exemplified by three practices. He rechanneled a negative attitude toward his transfer to this school into a positive attitude toward making the implementation successful. He strongly emphasized the need for "one dean to be responsible for all discipline matters in order to ensure fairness and consistency of discipline." The racial composition of the school caused him to feel this was important. He actively sought cost-effective purchasing to maximize the use of limited resources. He chose to have the Parent Teacher Association (PTA) sponsor the fund raising activities thus avoiding the county bid system. Instead, the PTA took advantage of local sales through their own accounts external to school accounts.

Feeling very comfortable with the middle school implementation, he rated its effectiveness as an 8.0. He credited the success to "the discipline dean who standardized discipline for the whole school," the use of teachers as resources to building school climate, faculty rapport, and the decisions made by the Faculty Advisory

Council (FAC). His responses on the OCDQ-RS also indicated his leadership style to be more supportive than directive.

Principal #7

Principal #7 demonstrated several characteristics of the supportive principal style. She solicited and used teacher input and granted excessive autonomy in team budgeting and decision-making. She sought teacher input relating to administrative matters. She credited teachers for their hard work. She considered her role as instructional leader as an important priority. Principal #7 indicated effectiveness in maintaining a positive atmosphere for growth of students, faculty, and staff.

Principal #7 had been a junior high school principal for one year. She described her selection to this job as "a result of her ability to accomplish goals with hard work and enthusiasm in working with groups." Her goals indicated granting teachers autonomy within teams to make decisions, facilitating the change from a content-oriented to a student-oriented curriculum, and using teacher input to evaluate her personal effectiveness and set school goals for the year.

She expressed special concerns for the importance of the school staff to realize middle school students were more than "just brains." She felt it was important to meet their social, emotional, physical, and psychological needs, too. While she expressed concerns, Principal #7 described

no problems that she felt were not resolved. She felt the district had prepared her well through workshop training.

Her leadership style was exemplified by three primary techniques: encouraging and using teacher input to measure her effectiveness and school goal attainment, granting teams autonomy in budgeting and student scheduling decisions, and working closely with teachers to set goals for the school. These techniques reflected a managerial style which was supportive in nature.

Feeling very comfortable with the middle school implementation, she did not rate its effectiveness by number, but it was apparent from her responses that she felt the implementation had been effective. She credited much of the success to her faculty who she said "had far exceeded the goals they had set." She also credited her enthusiasm and leadership style. She reported the value of a very supportive assistant principal. Her responses on the OCDQ-RS also indicated her leadership style to be more supportive than directive.

Principal #8

Principal #8 demonstrated several characteristics of supportive principal behavior. He solicited and implemented teacher input, took his role as instructional leader seriously, and was committed to developing students' positive self-concepts which ideally matched the middle school philosophy. Principal #8 felt he was effective in

maintaining a positive atmosphere for growth of students, faculty, and support staff.

Principal #8 had previously been an area director in the school district. His stated primary goal was "to work with students to develop a positive learning environment for them." Committed to making the middle school work, he was appreciative of the school staff for "making the most of poor working conditions in the aging school."

He expressed a special concern for "the need to help students develop a positive self-concept" and the need for the teaching of test-taking skills throughout the school year. In response to these concerns, he worked with teachers to encourage students to participate in school activities. He sought to recognize a variety of students rather than a few superstars. Principal #8 felt no problems arose which were not resolved. He felt the district had prepared him well with workshops and school visitations.

His leadership style was exemplified by his use of teacher input in the decisions affecting them. He demonstrated an awareness of the poor working conditions and lack of air conditioning by allowing affected teachers to leave campus at the end of the student school day. He frequently complimented the teachers for their efforts in helping him to accomplish his goals.

Feeling very comfortable with the middle school implementation, he described it as very successful rather than by rating it by number. He credited the success to "teacher creativity" and input in the decision-making process and the involvement of parents through PTA membership and activities. His responses on the OCDQ-RS indicated his leadership style to be more supportive than directive.

Principal #9

Principal #9 demonstrated several characteristics of the supportive principal style. He solicited and implemented teacher input, credited teachers with the success of his goal attainment, and fostered a positive school climate for the students and school staff. He felt he was effective in maintaining a positive atmosphere for the growth of students, faculty, and support staff.

Principal #9 had been an assistant junior high school principal for 3 years, a teacher and a dean for 10 years, and was familiar with the community. He was the only first-year principal in the study. His primary goal was "to mold the teachers to reflect the middle school philosophy and his own teaching philosophy." Committed to making the middle school succeed, he wanted the school staff to work together as a "family" for a whole school philosophy and to develop a positive atmosphere in which to work.

He expressed a special concern with the curriculum of the middle school. Due to this concern, he emphasized reading and basic skill development as classes in all grades rather than electives and the identification of sixth grade students needing communication skills such as speech, debate, and creative writing. He felt no problems arose that were not resolved. He felt the district had prepared him well with workshop training.

His leadership style was best exemplified by three techniques: holding monthly parent meetings to familiarize parents with the middle school philosophy and curriculum, soliciting and using teacher input in his decision-making, and encouraging teachers to share ideas and concerns across grade levels. These techniques demonstrated a managerial style which was of a supportive nature. Feeling very comfortable with the middle school implementation, he rated its effectiveness as an 8.5. He credited success to "the use of teachers as resources to each other" and his administrative staff. His responses on the OCDQ-RS indicated his leadership style to be more supportive than directive.

Principal #10

Principal #10 demonstrated several characteristics of the supportive principal style. She solicited and used teacher input in decision-making. She and her administrative staff permanently assumed bus, lunch, and

after school duties to allow teachers more time to meet and plan. Principal #10 felt she was effective in maintaining a positive atmosphere for growth of students, faculty, and support staff.

During the interview, Principal #10 revealed that she had been a junior high school principal for 3 years. She credited her selection as a middle school principal to "the fact that her leadership style and personal capabilities were well-matched to the particular school to which she was assigned." Her primary goal was to make the transition to the middle school "as smooth as possible." Committed to making the middle school succeed, she felt she needed more time to be "visible" on campus.

She expressed concerns about convincing the parents of sixth graders that their children would be safe at the middle school with the older 7th and 8th graders, and seeing that all teachers complete IMPACT training. Despite this concern, Principal #10 felt no problems arose that were not resolved. She felt the district had prepared her well through workshop training.

Her leadership style was exemplified by three techniques: soliciting and using teacher input in the creative and decision-making processes, conducting information meetings for concerned parents, and using teachers as resources for other teachers. She viewed the teaming of teachers as "the heart and soul of the middle

school." These three techniques showed her managerial style to be supportive rather than directive.

Feeling very comfortable with the middle school implementation, she rated its effectiveness as a 7.0. She credited her success to her teachers and administrative staff. Her responses on the OCDQ-RS also indicated her leadership style to be more supportive than directive.

Principal #11

Principal #11 demonstrated several characteristics of the supportive principal style. He solicited teacher input in decision-making, took his role as the instructional leader seriously, and was able to avoid problems with a "heavily unionized faculty" by uniting teachers with a common goal of maintaining high SSAT scores. Principal #11 felt he was effective in maintaining a positive atmosphere for growth of students, faculty, and support staff.

That evaluation was supported by many of the comments offered by Principal #11 during his interview. He offered the fact that he had been a junior high school principal for 12 years. Having implemented many middle school strategies, he was positive in his attitude toward the full implementation of the middle school concept. His goal was "to have the majority of students look back on their middle school years and say that the school climate promoted individual dignity and learning." Committed to making the middle school succeed, he felt more inservice for teachers

on middle school teaching would increase their effectiveness in dealing with curriculum, parents, and each other.

He expressed special concerns about the "possible neglect of cognitive learning in favor of affective learning" and the feeling of the eighth graders about the loss of social activities at night. Despite these concerns, Principal #11 felt no problems arose that were not resolved. The district had prepared him well through workshops and school visitations.

His leadership style was exemplified by three techniques: encouraging parent involvement in school activities, turning aspects of the heavily unionized faculty to a positive ingredient, and setting a common school goal of "maintaining high SSAT scores," by facilitating the middle school strategies through the curriculum, and by using a team leader council in the school's decision-making process. These techniques showed his managerial style to be of a supportive nature.

Feeling very comfortable with the middle school implementation, he rated its effectiveness as a 7.5. He credited much of the success to the faculty and district. His responses on the OCDQ-RS reinforced the evaluation that his leadership style would be more supportive than directive.

Principal #12

Principal #12 demonstrated several characteristics of the directive principal style. He emphasized the shortcomings of the faculty and blamed "heavy unionization" for their reluctance to attend middle school training. Due to the use of these organizational methods, Principal #12 appeared to compound his problems with the faculty. There was a perceived reluctance to participate in the training for more effective middle school teaching. Teacher morale continued to be low, manifested itself in the classroom climate, and ultimately had a negative affect on teacher growth and student achievement.

Principal #12 had 7 years of experience as a junior high school principal. He attributed his selection for this job to his ability to work with "pushy parents." His goal was to make the faculty more middle school oriented. He described the faculty as being "heavily unionized, reluctant to begin the middle school training, too content-oriented, and uninterested in fund-raising activities." To aid the faculty commitment to the middle school, he mentioned his hope that eight teachers would retire.

He expressed a special concern about changing the teachers' philosophy toward attending the middle school training. Due to this concern, he hired young, enthusiastic teachers hoping they would have "a positive influence on the veteran teachers." He also designated

some of the veteran teachers as team leaders. In keeping with these concerns, Principal #12 felt that faculty reluctance to attend training was "the biggest obstacle to the middle school implementation."

His leadership style was exemplified by three techniques: his failure to gain insight into the underlying reasons for teacher reluctance to attend training, his lack of success in overcoming faculty negativism with enthusiasm as they undertook this change, and the lack of an organized process through which teachers' input was solicited and used in the decision-making process. These three techniques showed his leadership style to be of the directive nature.

Feeling comfortable with the middle school implementation, he rated its effectiveness as an 8.5 on a scale from 1 to 10. He credited his successes to "his administrative staff and the PTA president." His responses on the OCDQ-RS also indicated his leadership to be more directive than supportive.

Principal #13

Principal #13 demonstrated several characteristics of directive principal behavior. He had failed to isolate the underlying reasons for faculty reluctance to attend middle school training, was setting open communication with the faculty as a goal yet had little opportunity for teacher input in his decision-making, and had difficulty delegating

power to his administrative staff. Due to the use of these organizational methods, Principal #13 was not able to facilitate a more positive climate, and low teacher morale ultimately affected the classroom and curtailed teacher creativity and student achievement.

Principal #13 had formerly been a junior high school assistant principal and attributed his selection for this school to his "varied experience in low to mid-range socioeconomic schools." He stated that he was very diplomatic in "handling teachers and parents" and was very effective in public relations.

He expressed concerns about the "politics of the community" and the high academic standards of the school. Due to these concerns, he wanted to maintain open communications with the faculty and community to allay the initial resentment he felt from them upon his transfer to this school. Despite these concerns, he felt no problems arose that were not resolved. He felt the district had prepared him well through workshops.

His leadership style was exemplified by three characteristics: an adversarial attitude toward teachers and parents, a reluctance to delegate power to the house leaders, his admission of going "by the book" and "only occasionally" using faculty input from the Faculty Advisory Committee. These three patterns showed his leadership style to be directive in nature.

Feeling very comfortable with the middle school implementation, he rated its effectiveness as a 6.0. He credited that measure of success to "the Beginning Principal Program and its coordinator." His responses on the OCDQ-RS also indicated his leadership style to be more directive than supportive.

Principal #14

Principal #14 demonstrated several characteristics of supportive principal style. He solicited and implemented teacher input in the decision-making process through the Faculty Advisory Committee, took his role as instructional leader seriously and was concerned about "the impact of the sixth graders on the curriculum, school philosophy, and school in general." Principal #14 felt he was able to maintain a positive atmosphere for growth of students, faculty, and support staff.

Principal #14 had been at this school for 21 years as a teacher, football coach, and assistant principal. He had received four years of intensive training with special middle school consultants. His stated goal was to have "a smooth implementation year."

He expressed a special concern for his "lack of familiarity with the sixth grade students and the sixth grade curriculum." Due to this concern, he organized parent meetings and PTA workshops. He concentrated on the impact of the sixth graders on the student body and the

school philosophy. Principal #14 felt no problems arose that were not resolved. He felt the district had prepared him well through workshops and school visitations.

His leadership style was emphasized in four ways. He admitted his lack of knowledge of sixth grade students and their curriculum. He showed a serious regard for his role as instructional leader and attended middle school training with the faculty. He used faculty resources to develop parent and community handbooks explaining the school's philosophy. He personally visited the feeder schools with a slide presentation.

Feeling very comfortable with the middle school implementation, he rated its effectiveness as an 8.0. He credited the success to the district level directors and his faculty. Despite this success, he expressed the need for fifth grade teachers to share their ideas with the sixth grade teachers in dealing more effectively with the students. His responses on the OCDQ-RS indicated his leadership style to be supportive in nature.

Principal #15

Principal #15 demonstrated several characteristics of the supportive principal style in his interview and OCDQ-RS responses. He used teachers as resources to promote teacher commitment to the middle school concept, he solicited teacher input into the decision-making process, and he wanted his staff to reflect a middle school

philosophy. Principal #15 felt he was effective in maintaining a positive atmosphere for growth of students, faculty, and support staff.

Principal #15 had been a junior high school principal for 6 years. He felt his selection to this middle school was for the purpose of "accelerating the implementation process at this school." As his children had attended this school, he was familiar with the school, faculty, and community. His stated primary goal was "to correct mistakes he had made in the implementation of the middle school concept at his previous school."

His special concern was developing "his own leadership style." His predecessor had been the school's only principal for over 30 years, and the school was firmly entrenched in the junior high school philosophy of maintaining a content-oriented "little high school." Some teachers were reluctant to attend the middle school training. Due to these concerns, he brought four "staff builders" with him from his previous school to help promote the middle school concept with reluctant teachers. When hiring, he looked for teachers with middle school experience.

His leadership style was exemplified by three techniques: he solicited and used teacher input before making decisions affecting the teachers; he tried to provide opportunities for the faculty and staff to interact

in a social setting; and, prior to assuming the principalship, he visited this school many times to acquaint himself with the teachers and school physical plant. These methods showed his managerial style to be supportive in nature.

Feeling very comfortable with the middle school implementation, he rated its effectiveness as an 8.0. He credited the success to the "staff builders" and an assistant superintendent's support. His responses on the OCDQ-RS also indicated his leadership style to be more supportive than directive.

Principal #16

Principal #16 demonstrated several characteristics of supportive principal behavior. He solicited and used teacher creativity and input to further the commitment toward an effective school, took his role as an instructional leader seriously, and facilitated teacher sharing and interacting to build a more cohesive school unit. Principal #16 felt he was effective in maintaining a positive attitude for growth of students, teachers, and support staff.

Principal #16 had been a junior high school principal for 5 years. He attributed his selection as principal of this school to "the need for convincing the teachers that they should not fear the change process." His goals were to train the faculty to "identify low-achieving students

and to create an effective school." His previous experience at a middle school was invaluable in helping to make the middle school succeed.

His leadership style was exemplified by three characteristics: he took his role as instructional leader seriously, he solicited and used teacher input in decision-making and effective school planning, and he encouraged "teacher interaction across grade levels" for a more cohesive unit. The principal was able to share his commitment with the faculty working toward the common goal of becoming an effective middle school.

Feeling very comfortable with the middle school implementation, he rated the effectiveness as "successful" rather than assignment of a numerical rating. He credited the success to "his faculty, and the commitment of district leaders and the superintendent to the middle school concept." His responses on the OCDQ-RS also indicated his leadership style to be supportive in nature.

Patterns of the 16 Principals by Interview Question

The interview guide comprised five categories. These categories included the selection to the principalship, personal reflections, entry steps, goals, and plans. The second part of the guide included the availability of support systems during the implementation process and each principal's philosophy and educational platform. Included in the following narrative are patterns of comments and

responses of the 16 principals to the items in the interview guide.

The items in the first category of the interview guide focused on the naming of the principals to the middle schools, the reasons they felt they were selected, and their reasons for accepting the principalships. Fourteen principals previously served in junior high school administrative positions (11 employed as principals and 3 employed as assistant principals). One principal had previously been an area director with the responsibility of supervising multiple school centers, and one had been a high school principal. Perceived reasons given by the principals for their appointments to the middle schools also differed. Six principals credited their leadership style, four credited their middle school advocacy, and three cited personal reasons for their selections. The personal reasons included the self-perceived need for a change, a chance to correct previous mistakes, and a felt readiness for a new challenge. Two did not offer a specific reason for their appointment to the middle school principalship.

Many different reasons were cited by the principals regarding their decisions to accept these principalships. The majority of the principals cited professional reasons such as (a) wanting to be a school-based principal-innovator, (b) wanting to become a middle school principal,

and (c) wanting to be involved in the challenge of the change process. Five principals cited personal reasons. While the middle school movement emphasizes a child-centered educational program, only one principal mentioned the enjoyment derived from working with middle school students as a reason for seeking or accepting the middle school principalship.

The items in the second section of the interview guide dealt with the principals' personal reflections as they began their new jobs. Twelve who transferred to new school sites were divided with regard to feelings of apprehension. Six mentioned having apprehensions, and six indicated no apprehensions. Eight of the principals were concerned with their new roles as instructional leaders, four were concerned with their roles as change agents, and four had personal apprehensions about the enormity of the change process they were undertaking. In identifying the challenges and opportunities awaiting them in their new principalships, eight principals were concerned about the challenge of working with the teachers. Five were concerned about working with middle school age students, one was concerned with discipline problems, one was concerned with the challenge of working with parents, and one was concerned with the enormity of the middle school implementation. Five principals mentioned the importance of being perceived as effective leaders, one hoped to have

all teachers complete the middle school training, and one principal was interested in successful fund-raising for team academic awards.

There were many resources within the schools and the district to help the principals to overcome their concerns. Six principals credited the efforts of the district leadership, six principals credited teachers and staff members, two mentioned assistant principals, and one mentioned the PTA president and community support. Five of the principals also mentioned the PTA president's help in orienting them to their new schools. Ten of the principals mentioned the use of teacher input in becoming oriented to their schools, and three principals conferred with their predecessors for orientation. Only one of the principals mentioned using the input of the Student Council in the orientation process, while four principals used information obtained from their assistant principals. The effectiveness of assistant principals was also credited by two principals as a turning point in the year, while two other principals credited good teacher creativity. Critical incidents during the year included (a) discipline problems, (b) the need for more funds, (c) unfamiliarity with the 6th grade curriculum, (d) negative teacher reaction to the advisor/advisee program, and (e) the need for more positive public relations between the school and the community.

Items in the third section of the interview guide focused on the availability and identification of support systems for the principals, hindrances to the first year implementation, and determination of what the principals would like to have had in the first year. Eight of the principals credited people at the district level as being their best resources, and four principals named school staff members. The remaining principals credited a variety of people and programs as being helpful resources such as a community drug counseling program for students and parents, the staff of the district's facilities repair department, and an administrative staff. Hindrances to the implementation of the middle school concept differed. Five principals mentioned the need for more time each day to complete their goals, four principals mentioned the need for more district funding for the middle schools, and two principals mentioned the need for more parent involvement in the schools. Other principals mentioned such hindrances as a heavily unionized faculty, teachers reluctant to complete advisor/advisee training, a high student/teacher ratio in the advisor/advisee classes, and their own inexperience as a principal in delegating power to assistants. The principals mentioned many things they would have liked to have had this year. Three principals mentioned the need for more classrooms, three principals mentioned the need for more district funding of the middle

school program, and two mentioned the need for smaller advisor/advisee classes. The other principals mentioned the need to spend more time on campus and less time at meetings, more aesthetic school buildings, more textbooks, and additional staffing.

The last section of the interview guide contained items relating to the philosophy and educational platform of the middle school principals. Fourteen of the principals mentioned being very comfortable with the middle school concept as developed and implemented in the district. One principal mentioned the need for more staff development, and one principal noted the need for a district-level middle school administrator overseer.

One component of the middle school implementation the principals felt comfortable with was the teaming of teachers. These principals seemed to be aware of team activities, interactions, and effectiveness. When asked to identify their most effective teams, eight principals identified a 6th grade team, four principals identified a 7th grade team, and two principals identified an 8th grade team. Mentioned as reasons for this success were (a) a strong team leader, (b) the compatibility of the team members, (c) good interdisciplinary units, and (d) parent involvement with the teams. In identifying the least successful team, nine of the principals identified an 8th grade team, and two principals identified a 7th grade team.

Reasons mentioned for this lack of success were (a) personality conflicts among the team members, (b) apathy on the part of some team members, and (c) ineffective team leadership.

In making improvements for the coming year, some of the principals mentioned the need to change the composition of some of the less successful teams. Other areas for improvement were increased planning time for teachers of low level students, more staff development for team leaders, the purchase of televisions for each team area, more time for administrative goal setting, and more funds for team budgets. In identifying areas that were successful during the first year, many of the principals identified middle school components. Four principals named athletics in general, one principal named block scheduling, one indicated the corridor curriculum, one identified the exploratory curriculum, and one noted the interdisciplinary unit as the most successfully implemented middle school components. A diversity of opinion was also apparent in principals' responses in relating the least successfully implemented middle school component. Five principals identified the advisor/advisee program, four named the athletics program, three indicated the corridor curriculum, and one noted block scheduling as the least successfully implemented component.

In the area of improving the middle schools for the coming year, principals were asked to identify staff development needs for themselves and their faculties. Twelve of the principals stated that more staff development was needed. Principals identified areas of need as (a) a maintenance inservice for the ongoing refinement of the implemented middle school, (b) more focused inservice on understanding the transescent student, (c) block scheduling, (d) faculty-administrative goal setting, (e) a study of various discipline models, (f) more advisor/advisee training, (g) more inservice in the specific learning disabilities consultative teaching model, and (h) more administrative staff development. In the area of administrative and school problem solving, almost all of the principals used meetings of team leaders for decision making. Two principals used a Faculty Advisory Council of varying member composition; two principals talked to individual teachers involved in the problems; one principal had a group specifically for decision making. One principal mentioned his use of regular faculty meetings for the solving of problems.

Areas of improvement for the coming year were discussed. Thirteen of the principals mentioned that middle school program changes would have to come from the district level. In rating the effectiveness of the implementation of the middle school concept in their

individual schools, the principals used a scale from 1 to 10. One principal gave a rating of 9.0; two principals gave a rating of 8.5; four principals gave a rating of 8.0; two principals gave a rating of 7.5; one principal gave a rating of 7.0; and one principal gave a rating of 6.0.

Table 1

Principals' Ratings of Effectiveness of the Implementation

Principal	Rating									
	1	2	3	4	5	6	7	8	9	10
1								X		
2										
3										
4								X		
5									X	
6								X		
7										
8										
9									X	
10							X			
11							X			
12									X	
13						X				
14								X		
15								X		
16										

Patterns in Leadership Style

The criteria that determined the most supportive principals were an OCDQ-RS score above the mean on the supportive behavior subtest and a score below the mean on the directive behavior subtest using the ratings made by the researcher. Principals #1, #7, #8, and #10 were

identified as the four principals demonstrating the most supportive behaviors. Conversely, the criterion that determined the most directive principals was an OCDQ-RS score above the mean on the supportive behavior subtest. Principals #2, #3, #12, and #13 were identified as exhibiting the most directive behaviors.

1. It became evident that neither years of experience nor familiarity with the school site was a primary factor in determining supportive principal behavior. Five of the 16 principals had 12 or more years of administrative experience and 6 of the principals had 3-6 years of administrative experience. Only 1 of the 4 supportive principals had more than 12 years of administrative experience, 1 had 3-6 years of administrative experience, and 2 had 1-3 years of administrative experience.

2. Only 2 of the 16 principals interviewed were female, and both ranked among the most supportive principals. Both women related their successes directly to their leadership style. Because of the lack of a more gender-balanced sample, it was not possible to determine a pattern relating to gender and supportive or directive behavior.

3. There was a pattern regarding the success of the implementation as perceived by the principals. The more supportive the behavior of the principal, the higher the rating of a self-perceived successful implementation. The

principals' perceptions about this success seemed to be related to a felt commitment to the social needs of the middle school student, the belief that the middle school better met the needs of these students, and the principals' expectations that the middle school be a "family" or a cohesive unit. They also praised the comprehensive and sequential planning and training by the district, and they solicited teacher, PTA, student, and parent input and involvement in their planning and decision-making processes. Each of the principals spoke favorably of the extensive training in the middle school philosophy and strategies provided by the district.

4. In their relationship with the faculty, the more supportive principals appeared to work more effectively with teachers than did the more directive principals. It became apparent during the analysis of these supportive principals that they reportedly gave autonomy to the teachers while functioning within the team structure. They allowed the responsibilities of budgeting and decision making to be done by team members and expressed pride at the team dynamics that naturally resulted. These principals saw potential problems as goals to be achieved for the following year, rather than feeling overwhelmed by obstacles.

5. Although limited in direct responses, the only specific mention of a positive experience with union-active

teachers were by supportive principals. Conversely, the only specific mention of negative relations with union-active teachers was by directive principals. One principal said the teachers were heavily unionized, very vocal, and anti-middle school.

6. All of the directive principals were very much aware of the negative aspects or problems at their schools. One mentioned the unwillingness of the parents to get involved because of the transient population of the school. Another mentioned the need to motivate a faculty that was reluctant to begin the required middle school training. These things hindered or blocked their success during the first year of implementation of the middle school concept. These general negative attitudes were in sharp contrast to the positive enthusiasm exhibited by the more supportive principals when they met such obstacles.

7. In addressing priorities, all of the supportive principals either used the phrase "instructional leader" to describe their role or spoke at length on specific instructional or curricular matters. Conversely, the directive principals tended to refer specifically to concerns external to the school (e.g., racial makeup of the community, socioeconomic levels, parents, budgets). More supportive principals also needed funding and time, but they did not see these as limiting factors to a successful year.

8. A pattern emerged regarding the type of preparation undertaken upon assuming the principalships. The only persons to mention the preparation and training for middle school and, in particular, the visitations to other schools were those designated as supportive.

9. In addressing the positive and negative aspects of the school, supportive and directive principals differed. There appeared to be an overall positive reaction to the school by those who were supportive. An overall negative attitude toward the school appeared from the comments and responses of those principals who were directive.

These 16 principals were specifically selected to be the instructional leaders and change agents for this county's transition to the middle school concept. Through the self-perceptions of the 16 principals in this study, certain patterns became apparent in their leadership styles. Although there was no pattern evident between the years of administrative experience of the principal and a tendency toward having a supportive or directive leadership style, these principals were apparently perceived by the superintendent and middle school coordinators as having leadership styles complimentary to the role of the middle school principal. One possible factor in the selection of the middle school principals seemed to be a rapport with the preadolescent student, because 10 of the 16 subjects had formerly been junior high school principals and 2 had

been junior high school assistant principals. Although there was not a sufficient gender balance in this study, the two female principals seemed to feel that their selection to these middle school principalships was directly related to their leadership styles. The ability to facilitate shared decision-making with the faculty and have a proactive role as the instructional leader and change agent in the transition process were mentioned by these principals as being indicative of their leadership style. These leadership strategies were integrally involved in the school-based model evolving from the middle school training the principals received from the district.

The more supportive the behavior of the principal, the higher the rating of a self-perceived successful implementation. A former junior high school administrator might especially have a strong commitment to the middle school precepts, having seen first-hand the shortcomings of the junior high school concept in meeting the needs of the preadolescent student and child. Because of the piloting of middle school programs prior to the full middle school implementation, many of the subjects were actively involved in the change process. This may have convinced principals that the change was for the betterment of preadolescent students in meeting their social, academic, physical, emotional, and psychological needs. Although all of the principals indicated that the training they received from

the district had made them feel comfortable with the transition to middle schools that they would be undertaking, not all of the principals felt the same degree of commitment. It would also seem that the leadership styles of the more supportive principals might be more compatible with the mastery of the role of instructional leader and change agent that was responsible for a more self-perceived successful implementation rating by these principals. The more directive principals' leadership strategies might have been successful for the junior high school concept, but their ability to facilitate middle school strategies within a decentralized administrative model was not successfully implemented in their middle schools.

In analyzing the relationship of the principals and their faculties, a pattern emerged. The more supportive principals appeared to have a more effective rapport with the faculty than did the more directive principals. The more supportive principals, internalizing the decentralization of the administrative hierarchy of the middle school, were able to delegate administrative responsibilities of the grade levels to the academic teams and the house leaders. Responsibilities that junior high principals had, such as budgeting for instructional materials and classroom supplies, was now the responsibility of teams of teachers within each grade

level. These supportive principals, though not actively involved in these responsibilities, were aware of the group dynamics that were evolving in this shared decision-making process. The more directive principals seemed to need more evidence that teachers could share in decision making for the good of the team rather than for individual special interests. A reluctance to delegate power to the assistant principals in their new role as house leaders also seemed to be evident in some cases. The more supportive principals seemed to see challenges as goals to be attained, and the more directive principals focused on negative aspects of their schools. As an example of this pattern, the only mention of negative relations with union-active teachers was made by the more directive principals. Conversely, the only specific mention of positive experiences with union-active teachers was made by the more supportive principals.

Directly related to the patterns among principals regarding their positive or negative comments about union-active teachers were their attitudes in general. The more directive principals were more apt to dwell on the negative aspects of their schools, faculties, students, and communities. The more supportive principals seemed to have a more positive outlook on the implementation process and on their respective schools. These positive attitudes were in sharp contrast to the negative attitudes reflected in

the comments of the more directive principals. A leadership style more accepting of change and an ability to facilitate the professional growth of teachers seemed to be more indicative of supportive behavior.

In selecting principals for the first year of middle schools in this county, several areas of leadership style differed in the 16 principals selected. Although some of these principals may have perceived themselves and were perceived by others as successful leaders of previous schools, the majority of which were junior high schools, a different style of leadership seemed necessary for successfully implementing the middle school concept. Principals with leadership styles exemplified by strict control of all decision making, an emphasis on problems within the school as limitations to success, and an adversarial relationship with teachers may have been perceived as effective leaders because they did not cause problems for their superiors. Their leadership styles did not include shared decision making, so their leadership styles were very directive. Principals with a more facilitative leadership style, infused with the belief that those affected by decisions should have an involvement in the decisions, were more able to make the transition to the middle school precepts of shared decision making and the role of the principal as the instructional leader. The decentralization to school-based units dictates the

changing role of future principals to be more supportive than directive in their leadership styles. The selection process requirements will have to be changed to reflect the change in the role of the principal and the necessary leadership style to effectively attain and maintain this more supportive leadership style in the schools.

CHAPTER V CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to analyze principals' leadership behaviors in an urban Florida school district during a transition of their schools from junior high schools to middle schools. A case study methodology was used to analyze and synthesize a description of behaviors of the 16 middle school principals. Specifically, the study focused on the following: (a) patterns of 16 middle school principals' perceptions of their leadership behaviors during the period of transition from junior high schools to middle schools, and (b) patterns of the behavior of the four principals with the most supportive behavior style compared with those of the four principals with the most directive behavior style.

In this study, the items on the interview guide (Appendix A) were divided into five categories: (a) selection as a middle school principal, (b) personal reflections on the administrative position, (c) entry goals and plans, (d) support system availability, and (e) philosophy and educational platform. The taped responses for each interview item for all 16 of the county's first-

year transition middle school principals were analyzed to determine patterns of response. The self-assessments of supportive and directive principal behavior from the Organizational Climate Description Questionnaire-Rutgers Secondary (OCDQ-RS) were matched with the researcher's assessment of these same behaviors from the interview responses.

From analyses of the interview guide, each set of the OCDQ-RS statements were matched to the set of interview items measuring the same behavior (Appendix B). The researcher, using these corresponding measurements of behavior, completed an OCDQ-RS for each principal. The principals' completed OCDQ-RS instruments were scored and the response ratings were recorded with a numerical rating scale from 4 to 1 (highest to lowest).

Seven statements measured supportive principal behavior and seven statements measured directive principal behavior. The OCDQ-RS response scores of the principals' (self-assessed) OCDQ-RS were then compared with the researcher-derived ratings completed from the principals' interview responses (Appendix C). Scores were arranged according to the supportive and directive behavior scores. A mean was calculated for the two subtests for each principal (Appendix D). The principals designated as the four most supportive principals had scores below the mean of directive behavior and above the mean of supportive

behavior. The principals designated as the four most directive had scores below the mean of supportive behavior and above the mean of directive behavior. The mean of the items of the OCDQ-RS scored by the researcher was used to determine the supportive or directive behavior of each principal. The researcher verified the rating by the self-assessed OCDQ-RS completed by each principal.

The transcribed interview responses were reanalyzed to provide (a) comprehensive narratives of each interview and (b) categorization of principals' responses and comments by interview item. The comprehensive interview narratives are included as Appendix E.

Findings

The findings listed below are based on the data compiled in this study and were made within the confines of the study. The findings are as follows:

1. Years of experience and familiarity with the school site did not appear to be primary factors related to supportive or directive principal behavior. The administrative backgrounds of the principals varied. Five of the principals had 12 or more years of administrative experience. Six of the principals had 3-6 years of administrative experience.

2. Only 2 of the 16 principals interviewed were female; both ranked high or among the more supportive

principals. Both women related their successes to their leadership styles rather than to gender.

3. The more supportive the behavior of the principal, the higher the rating of successful implementation. The principals' perceptions about this success seemed to be due to their commitment to an awareness of the social needs of the middle school student, their belief that the middle school organization better met the needs of the student, and their regard for the middle school to be a "family" or cohesive unit.

4. The more supportive principals appeared to work more effectively with teachers than did the more directive principals. The supportive principals gave autonomy to the teachers as they functioned within the team structure. These principals also saw potential problems as goals to be achieved for the following year, rather than feeling overwhelmed by obstacles.

5. Although limited in direct responses, the only specific mention of positive experiences with union active teachers were by supportive principals. Conversely, the only specific mention of negative relations with union-active teachers were by directive principals. One directive principal reported the teachers to be heavily unionized, very vocal, and anti-middle school.

6. In addressing priorities, all of the supportive principals either used the phrase "instructional leader" to

describe their role or spoke at length on specific instructional or curricular matters. Conversely, the directive principals tended to refer specifically to concerns external to the school (e.g., racial makeup of the community, socioeconomic levels, parents, budgets). More supportive principals mentioned the need for additional funding and time, but they did not see these as limiting factors to a successful year.

7. A pattern emerged regarding the preparation undertaken upon assuming the principalships. The only persons to mention the preparation and training for middle school, and in particular the visitations to other schools, were those designated as supportive.

8. In addressing the positive and negative aspects of the school, supportive and directive principals differed in their responses. There appeared to be an overall positive reaction to the school by those who were supportive principals. Conversely, an overall negative attitude toward the school appeared among the directive principals. All of the directive principals were very much aware of negative aspects or problems at their schools. One mentioned the unwillingness of the parents to get involved because of the transient population of the school. Another mentioned the need to motivate a faculty that was reluctant to begin the required middle school training.

9. As a group, the principals exhibiting supportive behavior (a) expressed their awareness of the social needs of the middle school student; (b) expressed the belief that the middle school better met the needs of middle school students; (c) regarding the middle school as a "family" or cohesive unit; (d) praised the comprehensive and sequential planning provided by the district; and (e) were quick to involve teachers, PTA presidents, students, and parents in the planning and decision-making processes upon their appointments to the middle schools.

10. As a group, principals exhibiting directive behavior (a) were more negative in their descriptions of the first year problems of the middle school; (b) excluded Student Councils from the school decision-making process; (c) limited teacher input to grade or team level decision making rather than to school-wide decisions; (d) were concerned about a lack of monies; (e) complained about teacher deficiencies, rather than assist the teachers; and (f) viewed teachers as adversaries rather than colleagues who helped the process of change.

Unique to this study was a focus on principal leadership behaviors as well as the effect of those behaviors on the implementation of the middle school concept. In analyzing the data collected from the responses and comments made by the principals, it would seem that the selection of the principals was, in the

majority of cases, based on prior leadership performance in a junior high school setting. Although the role of the middle school principal is clearly defined as the instructional leader of the school, many of these principals appeared to be selected for effectiveness in a different role--that of a junior high school administrator. Many of these principals were effective as junior high school administrators because their leadership behaviors were similar to those already defined within the middle school concept. These more supportive principals previously viewed teachers as colleagues and themselves as instructional leaders. The principals who were more directive viewed teachers as adversaries and themselves as overseeing managers of the school plant. In conclusion, the selection of principals for this process of change from the junior high school to the middle school should be based on the characteristics of supportive behaviors and personality of the candidates as well as on past performance as junior high school administrators.

Conclusions

Based upon the findings of this case study several conclusions can be postulated. Since these conclusions emanate from a single case study they must be viewed only as postulates subject to verification through additional research. They are conclusions, however, which, if verified, could be of value to school district managers in

the process of identifying, selecting, and preparing leaders of middle schools in the future.

1. The primary behavioral pattern related to successful implementation of a middle school concept is one best categorized as supportive. The supportive principals in this study clearly focused on the positive aspects of the schools to which they were assigned and approached problems as opportunities. Conversely, the directive principals directed attention to the negative aspects of problems and perceived them to be impediments to success.

2. Supportive principals work more effectively with teachers than do directive principals. This conclusion was evident in all aspects of leader/teacher relations including personal and professional matters.

3. Supportive principals appear to be more likely to focus attention on people concerns as opposed to material concerns. The supportive principals displayed concern for the needs of students, teachers, and parents. They sought involvement of all persons in decision-making processes. Conversely, directive principals focused their attention on money, facilities, and the processes themselves. Directive principals appeared more inclined to generally exclude rather than include people.

The findings, conclusions, and postulates of this study generally fit within the parameters of similar results from the published reports included in Chapter II.

Further support of these findings is found in George and Anderson (1989) published subsequent to the analysis of the data included herein.

Recommendations

Within the context of the findings and conclusions of this study, the following recommendations for future research are suggested:

1. An analysis should be done to determine the relationship of principal personality and leadership style. Gender may or may not be an important variable in this relationship.
2. Studies investigating teachers' perceptions of principals' personalities should be compared to principals' self-evaluations of their personalities. This comparison should provide important data from a source other than the principals and provide insight into the tendency of some personality types to exhibit supportive or directive principal behavior.
3. This case study should be duplicated in similar school districts which could provide a more comprehensive sample. The limited number of subjects in this study indicated specific patterns of supportive or directive behavior as exhibited by these first-year middle school principals. The variable of age and educational background should also be included.

4. A study should be conducted to provide a definition of personality as it relates to educational leadership. Teachers and principals should be asked to define the personality traits they perceive as important to a principal being successful.

APPENDIX A
PRINCIPAL INTERVIEW GUIDE

Beginning Middle School Principal's
Study Interview Guide

Selection

1. How did you come to this position? Describe the process?
2. Why were you the one selected?
3. What were the keys to your deciding to take the job?

Personal Reflections

4. Was there anything about the decision that was difficult/problematic for you?
5. What did you think about as you moved from one position to another?

Entry/Goals/Plans

6. What are the opportunities and challenges of this principalship?
7. What are you especially interested in seeing happen this year?
8. Who do you see, at this point, helping you to implement the plans you have for this year?
9. Describe the steps you took at the beginning of the year to
 - a. learn about the school.
 - b. make your entry successful.
 - c. get the middle school concept going.

10. a. What have been the critical incidents/turning points thus far this year? (What happened? . . . What did you do next? . . . What was the result?)
b. Has anything happened so far that created a personal/professional (moral/ethical) dilemma for you? How did you resolve it?

Support Systems

11. What kinds of resources, ideas, and people have been helpful?
12. What has hindered/blocked?
13. What would you like to have that you haven't had?
14. How comfortable are you with the middle school concept as it has been developed and implemented in Orange County?
15. The interdisciplinary team organization in the Orange County middle school is one of the central organizational concepts of the school.
 - a. Thinking of the most successful team in the school, at this point, describe the team in terms of: the make-up of the team members; the way in which the team conducts the business of the team; the accomplishments and difficulties of the team to date; the ways in which you have been involved with the team and its members.
 - b. Thinking of the least successful team in the school, at this point, describe the team in terms of: make-up, conduct of business, ways you have been involved.
 - c. What do you see as necessary areas of improvement for the teams in your school for the remainder of the year? For next year?
16. When you think of other components of the middle school concept as it has been implemented here (advisor/advisee, exploratory curriculum, interscholastic sports, the block schedule), which one of these components do you perceive as having been implemented most successfully to date? What do you believe to be the reason for this success?
17. Thinking of the same components, which do you believe has been implemented least successfully? Why?

18. What are your thoughts about possible staff development needs for yourself, your staff, and others?
19.
 - a. Please describe the ways in which you and your staff members (teachers and others) have solved problems, made decisions, and established policies during this first year. Formal and informal methods?
 - b. Are you anticipating the need for new policies or for confronting new problems? If so, how do you plan to deal with these issues?
20.
 - a. If you were asked to choose a number between 1 and 10 to describe the overall degree of effectiveness in the implementation of the middle school concept in your school this year, with 1 being the lowest and 10 being the highest, what number would you select?
 - b. Is there anything you would like to add or are there any additional concerns?

APPENDIX B

OCDQ-RS STATEMENTS CORRESPONDING TO INTERVIEW GUIDE ITEMS

OCDQ-RS Statements Corresponding to Interview Questions for Supportive and Directive Principal Behavior Subtests

Interview questions
corresponding to
OCDQ-RS statements
to measure supportive
subtest behavior

OCDQ-RS Supportive
Subtest Questions

#6. What are the opportunities
and challenges of this
principalship?

#5. The principal
sets and example by
working hard himself.

#9a. How did you learn about
the school?

#9b. How did you make your
entry successful?

#19a. Describe the ways in
which you and your staff members
have solved problems, made
decisions, and established
policies during this first year.
Formal and informal methods.

#19b. Are you anticipating a
need for new policies or for
confronting new problems? If
so, how do you plan to deal
with those issues?

#8. Who do you see, at this
point, helping you to implement
the plans you have for the
year?

#6. The principal
compliments teachers.

#11. What kinds of resources,
ideas, and people have been helpful?

#15. Describe your most successful team.

#19a. Describe the ways in which you and your staff members have solved problems, made decisions, and established policies during this first year. Formal and informal methods.

#6. What are the opportunities and challenges of this principalship?

#23. The principal goes out of his way to help teachers.

#9c. How did you get the middle school concept going?

#12. What has hindered/ blocked?

#15b. Describe your least successful team.

#15c. What do you see as necessary areas of improvement for the teams in your school for the remainder of this year? For next year?

#18. What are your thoughts about possible staff development needs for yourself, your staff, and others?

#6. What are the opportunities and challenges of this principalship?

#24. The principal explains his reasons for criticism to teachers.

#15b. Describe your least successful team.

#15c. What do you see as necessary areas of improvement for the teams in your school for the remainder of the year? For next year?

#19b. Are you anticipating the need for new policies or for confronting new problems? If so, how do you plan to deal with these issues?

#15b. Describe your least successful team.

#15c. What do you see as necessary areas of improvement for the teams in your school for the remainder of this year? For next year?

#18. What are your thoughts about possible staff development needs for yourself, your staff, and others?

#6. What are the opportunities and challenges of this principalship?

#7. What are you especially interested in seeing happen this year?

#9c. How did you get the middle school concept going?

#12. What has hindered/ blocked?

#15b. Describe your least successful team.

#15c. What do you see as the necessary areas of improvement for the teams in your school for the remainder of this year? For next year?

#17. Thinking of the middle school components, which do you believe has been implemented least successfully? Why?

#12. The principal is available after school to help teachers when assistance is needed.

#19. The principal uses constructive criticism.

#19b. Are you anticipating the need for new policies or for confronting new problems? If so, how do you plan to deal with those issues?

#20. If you were asked to rate the overall effectiveness of the implementation of the middle school concept in your school this year, with a rating of 1 being the lowest, and 10 being the highest, what number would you select?

#9c. How did you get the middle school concept going?

#12. What has hindered/ blocked?

#13. What would you like to have that you have not had?

#15. What do you see as necessary improvements for the teams in your school for the remainder of this year? For next year?

#18. What are your thoughts about possible staff development needs for yourself, your staff, and others?

#30. The principal looks out for the personal welfare of teachers.

Interview questions corresponding to OCDQ-RS statements to measure directive subtest behavior

OCDQ-RS Directive Subtest Questions

#19a. Describe the ways in which you and your staff members have solved problems, made decisions, and established policies during this first year. Formal and informal methods.

#7. Teacher-principal conferences are dominated by the principal.

#19b. Are you anticipating the need for new policies or for confronting new problems? If so, how do you plan to deal with those issues?

#15c. What do you see as necessary areas of improvement for the teams in your school for the remainder of this year? For next year?

#12. The principal rules with an iron fist.

#19a. Describe the ways in which you and your staff members have solved problems, made decisions, and established policies during this first year. Formal and informal methods.

#19b. Are you anticipating the need for new policies or for confronting new problems? If so, how do you plan to deal with those issues?

#9c. How did you get the middle school concept going?

#13. The principal monitors everything teachers do.

#15a. Describe the most successful team in detail.

#15b. Describe the least successful team in detail.

#15c. What do you see as necessary areas of improvement for the teams in your school for the remainder of this year? For next year?

#16. When you think of the components of the middle school concept, which one do you perceive as being implemented most successfully? What do you believe to be the reason for this success?

#17. Thinking of the same components, which do you believe has been implemented least successfully? Why?

#19a. Describe the ways in which you and your staff members have solved problems, made decisions, and established policies during this first year. Formal and informal methods.

#19b. Are you anticipating the need for new policies or for confronting new problems? If so, how do you plan to deal with those issues?

#9c. How did you get the middle school concept going?

#10a. What have been the critical incidents thus far this year? (What did you do next . . . What was the result?)

#12. What has hindered/ blocked?

#13. What would you like to have that you have not had?

#15a. Describe the most successful team in detail.

#15b. Describe the least successful team in detail.

#15c. What do you see as necessary areas of improvement for the teams in your school for the remainder of this year? For next year?

#18. The principal closely checks teacher activities.

#31. The principal supervises teachers closely.

#9c. How did you get the middle school concept going?

#19. The principal is autocratic.

#15a. Describe the most successful team in detail.

#15b. Describe the least successful team in detail.

#15c. What do you see as necessary areas of improvement for the teams in your school for the remainder of this year? For next year?

#16. When you think of the components of the middle school concept, which one do you perceive as being implemented most successfully? What do you believe to be the reasons for this?

#17. Thinking of the same components, which do you believe has been implemented least successfully? Why?

#19a. Describe the ways in which you and your staff members have solved problems, made decisions, and established policies during this first year. Formal and informal methods.

#19a. Describe the ways in which you and your staff members have solved problems, made decisions, and established policies during this first year. Formal and informal methods.

#32. The principal talks more than listens.

APPENDIX C
PRINCIPAL OCDQ-RS AND INTERVIEW ITEM SCORES

Principal #1

SUPPORTIVE PRINCIPAL BEHAVIOR			DIRECTIVE PRINCIPAL BEHAVIOR		
	Principal	Interview		Principal	Interview
	OCDQ-RS	OCDQ-RS		OCDQ-RS	OCDQ-RS
Question			Question		
5	4	4	7	2	1
6	3	4	12	1	1
23	3	4	13	3	1
24	4	4	18	4	2
25	4	4	19	2	1
29	3	3	31	3	1
30	3	3	32	2	1
Score	24	26	Score	17	8
Mean			Mean		
Score	3.42	3.71	Score	2.42	1.14
Mean			Mean		
Difference		.29	Difference		1.28

Principal #2

SUPPORTIVE PRINCIPAL BEHAVIOR			DIRECTIVE PRINCIPAL BEHAVIOR		
	Principal	Interview		Principal	Interview
	OCDQ-RS	OCDQ-RS		OCDQ-RS	OCDQ-RS
Question			Question		
5	4	3	7	1	2
6	2	2	12	1	1
23	4	3	13	2	2
24	4	3	18	2	2
25	4	4	19	2	1
29	4	3	31	2	2
30	4	3	32	2	2
Score	26	21	Score	12	12
Mean			Mean		
Score	3.71	3.00	Score	1.71	1.71
Mean			Mean		
Difference		.71	Difference		.00

Principal #3

SUPPORTIVE PRINCIPAL BEHAVIOR
Principal Interview
OCDQ-RS OCDQ-RS

Question

5	3	4
6	3	3
23	3	2
24	4	3
25	4	3
29	4	3
30	3	3

Score	24	21
Mean		
Score	3.42	3.00
Mean		
Difference		.42

DIRECTIVE PRINCIPAL BEHAVIOR
Principal Interview
OCDQ-RS OCDQ-RS

Question

7	2	3
12	1	2
13	2	2
18	2	2
19	1	2
31	3	3
32	1	2

Score	12	16
Mean		
Score	1.71	2.28
Mean		
Difference		.57

Principal #4

SUPPORTIVE PRINCIPAL BEHAVIOR
Principal Interview
OCDQ-RS OCDQ-RS

Question

5	4	4
6	3	4
23	4	3
24	1	3
25	4	3
29	3	3
30	4	3

Score	23	23
Mean		
Score	3.28	3.28
Mean		
Difference		.00

DIRECTIVE PRINCIPAL BEHAVIOR
Principal Interview
OCDQ-RS OCDQ-RS

Question

7	1	1
12	1	1
13	3	1
18	3	2
19	1	1
31	4	2
32	1	2

Score	14	10
Mean		
Score	2.00	1.42
Mean		
Difference		.58

Principal #5

SUPPORTIVE PRINCIPAL BEHAVIOR
Principal Interview
OCDQ-RS OCDQ-RS

Question

5	4	3
6	4	3
23	4	3
24	4	3
25	4	4
29	4	3
30	4	3

Score	28	22
Mean		
Score	4.00	3.14
Mean		
Difference		.86

DIRECTIVE PRINCIPAL BEHAVIOR
Principal Interview
OCDQ-RS OCDQ-RS

Question

7	3	1
12	2	1
13	2	1
18	3	1
19	2	1
31	3	2
32	2	1

Score	17	8
Mean		
Score	2.42	1.14
Mean		
Difference		1.28

Principal #6

SUPPORTIVE PRINCIPAL BEHAVIOR
Principal Interview
OCDQ-RS OCDQ-RS

Question

5	4	3
6	4	3
23	3	3
24	3	3
25	4	3
29	4	3
30	4	3

Score	26	21
Mean		
Score	3.71	3.00
Mean		
Difference		.71

DIRECTIVE PRINCIPAL BEHAVIOR
Principal Interview
OCDQ-RS OCDQ-RS

Question

7	2	1
12	2	1
13	3	2
18	4	1
19	4	1
31	4	1
32	3	1

Score	22	8
Mean		
Score	3.14	1.14
Mean		
Difference		2.00

Principal #7

SUPPORTIVE PRINCIPAL BEHAVIOR

	Principal OCDQ-RS	Interview OCDQ-RS
Question		
5	3	4
6	3	4
23	4	4
24	4	4
25	4	4
29	3	4
30	3	4
Score	24	28
Mean		
Score	3.42	4.00
Mean		
Difference		.58

DIRECTIVE PRINCIPAL BEHAVIOR

	Principal OCDQ-RS	Interview OCDQ-RS
Question		
7	2	1
12	1	1
13	2	1
18	2	1
19	1	1
31	3	2
32	3	1
Score	14	8
Mean		
Score	2.00	1.14
Mean		
Difference		.86

Principal #8

SUPPORTIVE PRINCIPAL BEHAVIOR

	Principal OCDQ-RS	Interview OCDQ-RS
Question		
5	4	4
6	3	3
23	3	4
24	4	3
25	4	4
29	2	3
30	3	3
Score	23	24
Mean		
Score	3.28	3.42
Mean		
Difference		.14

DIRECTIVE PRINCIPAL BEHAVIOR

	Principal OCDQ-RS	Interview OCDQ-RS
Question		
7	2	1
12	1	1
13	3	1
18	3	2
19	1	1
31	3	2
32	2	1
Score	15	9
Mean		
Score	2.14	1.28
Mean		
Difference		.86

Principal #9

SUPPORTIVE PRINCIPAL BEHAVIOR
Principal Interview
OCDQ-RS OCDQ-RS

Question

5	4	4
6	4	3
23	4	3
24	4	3
25	4	3
29	4	3
30	4	3

Score	28	22
Mean		
Score	4.00	3.14
Mean		
Difference		.86

DIRECTIVE PRINCIPAL BEHAVIOR
Principal Interview
OCDQ-RS OCDQ-RS

Question

7	2	1
12	2	1
13	2	1
18	2	1
19	3	1
31	3	2
32	2	2

Score	16	9
Mean		
Score	2.28	1.28
Mean		
Difference		1.00

Principal #10

SUPPORTIVE PRINCIPAL BEHAVIOR
Principal Interview
OCDQ-RS OCDQ-RS

Question

5	4	4
6	4	3
23	4	4
24	3	4
25	4	4
29	3	3
30	4	3

Score	26	25
Mean		
Score	3.71	3.57
Mean		
Difference		.14

DIRECTIVE PRINCIPAL BEHAVIOR
Principal Interview
OCDQ-RS OCDQ-RS

Question

7	1	1
12	1	1
13	2	1
18	3	1
19	1	1
31	3	2
32	1	1

Score	12	8
Mean		
Score	1.71	1.14
Mean		
Difference		.57

Principal #11

	SUPPORTIVE PRINCIPAL BEHAVIOR	
	Principal	Interview
	OCDQ-RS	OCDQ-RS

Question

5	4	4
6	4	3
23	4	3
24	4	3
25	4	3
29	3	3
30	4	3

Score	27	24
-------	----	----

Mean		
------	--	--

Score	3.85	3.14
-------	------	------

Mean		
------	--	--

Difference		.71
------------	--	-----

	DIRECTIVE PRINCIPAL BEHAVIOR	
	Principal	Interview
	OCDQ-RS	OCDQ-RS

Question

7	2	1
12	1	1
13	3	2
18	2	1
19	1	1
31	3	2
32	1	1

Score	13	9
-------	----	---

Mean		
------	--	--

Score	1.85	1.28
-------	------	------

Mean		
------	--	--

Difference		.57
------------	--	-----

Principal #12

	SUPPORTIVE PRINCIPAL BEHAVIOR	
	Principal	Interview
	OCDQ-RS	OCDQ-RS

Question

5	4	4
6	4	3
23	4	3
24	4	3
25	4	3
29	4	3
30	3	3

Score	27	22
-------	----	----

Mean		
------	--	--

Score	3.85	3.14
-------	------	------

Mean		
------	--	--

Difference		.71
------------	--	-----

	DIRECTIVE PRINCIPAL BEHAVIOR	
	Principal	Interview
	OCDQ-RS	OCDQ-RS

Question

7	2	2
12	1	2
13	1	1
18	2	2
19	2	2
31	3	2
32	2	2

Score	17	8
-------	----	---

Mean		
------	--	--

Score	1.85	1.85
-------	------	------

Mean		
------	--	--

Difference		.00
------------	--	-----

Principal #13

SUPPORTIVE PRINCIPAL BEHAVIOR
Principal Interview
OCDQ-RS OCDQ-RS

Question

5	3	3
6	2	2
23	2	3
24	3	3
25	3	3
29	3	3
30	2	3

Score	18	20
-------	----	----

Mean		
------	--	--

Score	2.57	2.85
-------	------	------

Mean		
------	--	--

Difference		.28
------------	--	-----

DIRECTIVE PRINCIPAL BEHAVIOR
Principal Interview
OCDQ-RS OCDQ-RS

Question

7	1	2
12	1	2
13	2	2
18	2	2
19	1	2
31	2	2
32	1	2

Score	10	14
-------	----	----

Mean		
------	--	--

Score	1.42	2.00
-------	------	------

Mean		
------	--	--

Difference		.58
------------	--	-----

Principal #14

SUPPORTIVE PRINCIPAL BEHAVIOR
Principal Interview
OCDQ-RS OCDQ-RS

Question

5	4	4
6	4	4
23	4	3
24	3	3
25	3	3
29	3	3
30	4	3

Score	25	23
-------	----	----

Mean		
------	--	--

Score	3.57	3.28
-------	------	------

Mean		
------	--	--

Difference		.29
------------	--	-----

DIRECTIVE PRINCIPAL BEHAVIOR
Principal Interview
OCDQ-RS OCDQ-RS

Question

7	2	1
12	1	1
13	1	1
18	2	1
19	1	1
31	2	2
32	2	2

Score	11	9
-------	----	---

Mean		
------	--	--

Score	1.57	1.28
-------	------	------

Mean		
------	--	--

Difference		.29
------------	--	-----

Principal #15

SUPPORTIVE PRINCIPAL BEHAVIOR			DIRECTIVE PRINCIPAL BEHAVIOR		
	Principal	Interview		Principal	Interview
	OCDQ-RS	OCDQ-RS		OCDQ-RS	OCDQ-RS
Question			Question		
5	3	3	7	2	1
6	2	2	12	1	1
23	2	3	13	3	1
24	3	3	18	2	1
25	3	3	19	1	1
29	3	3	31	1	1
30	2	3	32	1	1
Score	18	20	Score	11	7
Mean			Mean		
Score	2.57	2.85	Score	1.57	1.00
Mean			Mean		
Difference		.28	Difference		.57

Principal #16

SUPPORTIVE PRINCIPAL BEHAVIOR			DIRECTIVE PRINCIPAL BEHAVIOR		
	Principal	Interview		Principal	Interview
	OCDQ-RS	OCDQ-RS		OCDQ-RS	OCDQ-RS
Question			Question		
5	4	4	7	1	2
6	4	3	12	1	1
23	4	3	13	1	1
24	4	3	18	2	1
25	4	3	19	1	1
29	4	3	31	3	1
30	4	3	32	1	2
Score	28	22	Score	10	9
Mean			Mean		
Score	4.00	3.14	Score	1.42	1.28
Mean			Mean		
Difference		.86	Difference		.14

APPENDIX D
INTERVIEW AND SELF-REPORTED OCDQ-RS MEAN SCORES
FOR SUPPORTIVE AND DIRECTIVE BEHAVIOR SUBTESTS

PRINCIPAL	INTERVIEW ANALYSIS SUPPORTIVE SCORE	SELF- REPORTED SUPPORTIVE SCORE	INTERVIEW ANALYSIS DIRECTIVE SCORE	SELF- REPORTED DIRECTIVE SCORE
1 (S)	3.71	3.42	1.14	2.42
2 (D)	3.00	3.71	1.71	1.71
3 (D)	3.00	3.42	2.28	1.71
4	3.28	3.28	1.42	2.00
5	3.14	4.00	1.14	2.42
6	3.00	3.71	1.14	3.14
7 (S)	4.00	3.42	1.14	2.00
8 (S)	3.42	3.28	1.28	2.14
9	3.14	4.00	1.28	2.57
10 (S)	3.57	3.71	1.14	1.71
11	3.14	3.85	1.28	1.85
12 (D)	3.14	3.85	1.85	1.85
13 (D)	2.85	2.57	2.00	1.42
14	3.28	3.57	1.28	1.57
15	2.85	2.57	1.00	1.57
16	3.14	4.00	1.28	1.42
MEAN SCORE	3.22	3.52	1.39	1.96

APPENDIX E
NARRATIVES OF PRINCIPAL INTERVIEWS

Principal #1

Principal #1 had been a high school principal for 13 years and was the principal of the school as implementation to the middle school concept began. He indicated that he was very pleased to have the opportunity to work with students of this age. He said he had apprehensions during the implementation concerning his inexperience working with sixth graders and helping the eighth graders to cope with the loss of some athletic and social activities junior high eighth graders had previously enjoyed.

As principal at this school, he talked of the opportunity to facilitate a cohesive school unit in which open and positive communication took place among and between teachers, students, parents, and administrators; where the sixth graders and their parents would feel comfortable and become involved in the middle school; and where all of the teachers and students would feel comfortable and enjoy achieving their goals. He indicated that he was not adverse to making administrative and guidance reassignments, improving team personnel arrangements, and making whatever changes were necessary to reduce the number of teachers without a home (classroom) base. He mentioned that the district staff had prepared him so well that he had faced no problems for which he had not planned or been trained.

The principal said he felt he set an example by working hard. He said he held monthly parent meetings during the year prior to middle school implementation and personally visited feeder schools to orient the students. He felt he complimented the teachers responsible for a calmer behavioral atmosphere and decreased referral incidents in the sixth and eighth grades. In one case, he explained his reasons for and uses of constructive criticism as a motivation for the seventh grade teachers to better control the class and have less noise among their students. Going out of his way to help teachers, he said

he made himself available after school and during teacher planning to help teachers when assistance was needed.

His major decision-making body in regards to such tasks as the budgeting process, Group 12, was comprised of team leaders, department chairs, parents, students, and support staff. He felt that the diversity of the Group 12 members showed his concern for the welfare of the school and the task achievement of the faculty.

He felt he was very comfortable with the middle school implementation and rated it a 7.5 in overall effectiveness. This rating, he indicated, was attributable to several reasons. These reasons included more positive relationships between students and teachers by having oriented the majority of the teachers to a more student-oriented philosophy. Another reason was the successful implementation of the IMPACT and exploratory curriculum middle school components. Finally, a prevalent need to improve the effectiveness of the interscholastic sports component and maintain the positive accomplishments and warmth of the past year contributed to the effectiveness of the implementation.

The interview data suggested that he exhibited supportive principal behavior. This behavior was characterized by the principal using constructive criticism and setting an example for others by working hard. He felt he was frequently complimenting teachers, helping teachers, explaining his reasons for criticism to teachers, and making himself available after school to help teachers when assistance was needed. This was in keeping with his OCDQ-RS response scores which indicated that he exhibited supportive principal behavior. His response scores were 24 of a possible score of 28 on the supportive behavior subtest and 17 of a possible score of 28 on the directive behavior subtest.

In completing the Teacher Frustration subtest of the OCDQ-RS Principal #1 rated as "rarely occurs" the following statements: teachers have annoying mannerisms, teachers have too many committee requirements, routine duties interfere with teaching, teachers interrupt each other while talking in staff meetings, and there are excessive non-teaching duties. He indicated that administrative paperwork being burdensome sometimes occurs at this school.

In completing the Teacher Engagement subtest of the OCDQ-RS, he felt that pupils being trusted to work together without supervision rarely occurs, but these behaviors sometime occur: teachers spend time after school with students who have individual problems and student

government has an influence on school policy. He felt the following behavior often occurs: teachers help and support each other, pupils solve their problems through logical reasoning, teachers really enjoy working here, and teachers respect the professional competence of their colleagues. Behaviors he felt very frequently occur were: teachers are proud of their school, teachers are friendly with students, and morale of teachers is high.

In completing the Teacher Intimacy subtest of the OCDQ-Rs, this principal felt the following behavior often occurs: teachers' closest friends are other faculty members at this school, teachers know the family background of other faculty members, teachers invite other faculty members to visit them at home, and teachers socialize with each other on a regular basis.

Principal #2

Principal #2 had been a junior high school principal for 12 1/2 years. He had been a middle school advocate for over a decade. He felt he was apprehensive about this move and wondered why it occurred. He had concerns about the new clientele and what the students would be like. The transiency of the school population resulted in a lack of parent involvement in the school. At the onset of the year he said that teacher morale was low because of a lack of adequate teaching materials. He felt that the students were happy, which would result in making the community happy with the school. The acquisition of more monies through fund-raising for academic awards and activities was one of the goals he set for next year.

He indicated that he allowed the teams to select their own team leaders and complimented the choices they made. He felt the majority of the faculty was pro-middle school. He said he spoke directly with the less "gung-ho" teachers to try to encourage their support of the middle school concept. When a fund-raiser was planned, the teachers had very little to do with it. He said that school spirit increased when almost half of the students raised funds by selling candy and most had turned in the money they collected on time. He indicated that he "covered" any uncollected monies on the part of students. To show his personal concern for the faculty and to increase their morale, he mentioned that he brought refreshments to all faculty meetings. He said he only used 20 minutes of faculty meetings, allotting the remaining time for teachers.

He rated the workshop training he received from the district staff as good and appropriate. The thoroughness of the county's plan of progression made the implementation of the middle school concept very smooth. He said that he felt comfortable with Orange County's middle school implementation but felt a need for a single district level administrator to be solely responsible for decisions regarding the middle schools.

He felt he was complimentary of the teachers as a whole. The most successful team was complimented by him regarding their enthusiasm, caring, volunteering, and dedication. He felt he praised the teachers for soliciting parent involvement and for utilizing the grade level halls for their parent conferences.

The interview data suggested that he exhibited supportive principal behavior. He felt he most frequently or often set an example by working hard himself, went out of his way to help teachers, explained his reasons for criticism to the teachers, was available after school to help teachers when assistance was needed, used constructive criticism, and looked out for the personal welfare of the teachers. His response scores on the OCDQ-RS were in keeping with supportive principal behavior. His response scores were a 26 of a possible score of 28 on the supportive behavior subtest, a 12 out of a possible score of 28 on the directive behavior subtest.

On the Teacher Frustration subtest of the OCDQ-RS, Principal #2 rated as sometimes occurs the statement that routine duties sometime interfere with the job of teaching. He felt that the following behavior rarely occurs: teachers have annoying mannerisms, teachers have too many committee requirements, teachers interrupt each other while they are talking in staff meetings, administrative paperwork is burdensome, and assigned non-teaching duties are excessive.

In completing the Teacher Engagement subtest of the OCDQ-RS, this principal felt the following behavior very frequently occurs: teachers are proud of the school, the morale of teachers is high, and teachers really enjoy working there. He felt what often occurs as behavior is that teachers are friendly with students, teachers help and support each other, and teachers respect the professional competence of their colleagues. Behavior that rarely occurs he stated to be the influence of student government on school policy and trust in students to work together without supervision.

In the Teacher Intimacy subtest of the OCDQ-RS, Principal #2 felt the following behavior sometime occurs: teachers know the family background of other teachers and teachers invite other faculty members to visit them at home. He indicated that these often occur: teachers' closest friends are other teachers at the school and teachers socialize with each other on a regular basis.

Principal #3

Principal #3 had been a junior high school principal before being transferred to a middle school. He was very analytical in his methods of learning about this school. He stated that one had to collect data about the school, digest the data, and develop a mental plan of action for change.

He indicated a need for improving the SSAT scores for the next year and offered constructive criticism to the teachers to continue instruction from the beginning of the year toward this goal. He suggested the need for more prevocational electives. Because 50% of the school was comprised of minority students, and since most students would probably not graduate, he felt they should be trained to join the work force. He felt that he looked out for the personal welfare of the faculty in asking a county official to cite existing building code violations which did speed up the processing of his work order requests by the district office. He stated that his motto for the school, "Preparing for Success," was intended to provide a classroom environment in which the student had the best teaching, teacher, materials, supplies, and classroom. He felt he complimented the teams and their efforts in helping him to implement his plans this year.

He rated the transition to the middle school this year as very smooth. He indicated that the effectiveness of the middle school implementation was very good. He stated that he set an example for others by working hard and trying to involve the police liaison officer and the Faculty Advisory Committee in the decision-making process. His most successful team received his compliments on a slide presentation that had district-level officials in attendance. He felt that he used constructive criticism in evaluating needed improvements for his least successful team. He noted that he was also complimentary to the teams because the teaming had not stifled the creativity of the teachers or students.

The interview data suggested that he exhibited supportive principal behavior. This behavior was

characterized by his use of constructive criticism and setting an example by working hard himself. He also showed instances of caring for the personal welfare of the faculty and complimenting teachers. His response scores were a 24 of a possible score of 28 on the supportive behavior subtest and a 16 out of a possible score of 28 on the directive behavior subtest. This was in keeping with his OCDQ-RS response scores which also showed him to exhibit supportive principal behavior.

In completing the Teacher Frustration subtest of the OCDQ-Rs, Principal #3 indicated that administrative paperwork is burdensome and often occurs. He rated as sometimes occurs the following statements: the mannerisms of teachers are annoying and teachers have too many committee requirements. This principal felt the following behavior rarely occurs; routine duties interfere with the job of teaching, teachers interrupt other faculty members while talking in staff meetings, and assigned non-teaching duties are excessive.

In completing the Teacher Engagement subtest of the OCDQ-RS, this principal rated the following statements as often occurs: teachers spend time after school with students who have individual problems, teachers are proud of their school, teachers are friendly with students, teachers help and support each other, teachers morale is high, teachers enjoy working here, and teachers respect the professional competence of their colleagues. He felt the following behavior sometimes occurs: pupils solve their problems through logical reasoning and pupils are trusted to work together without supervision. A behavior that he indicated rarely occurs is student government having an influence on school policy.

In completing the Teacher Intimacy subtest of the OCDQ-RS, this principal rated the following statements as often occurs: teachers invite other teachers to visit them at home and teachers socialize with each other on a regular basis. Behavior rated as sometimes occurs are that teachers' closest friends are teachers at the school and teachers know the family background of other teachers.

Principal #4

Principal #4 had been the principal at this school site when it was a junior high school. He felt he had a successful junior high program and had already participated in aspects of the middle school concept for several years. He indicated that he liked the opportunity to affect such a

big change and had been involved with much of the planning on the district level before the actual implementation.

The principal felt that he was very complimentary about the majority of his teams. He felt that the teachers had good morale despite the occasional apathetic students in their teams. He indicated that the teachers liked to interact with each other and they had responded with little negativism to the more frequent level meetings inherent in the middle school concept. The teachers followed the example of working hard set by the principal. The acceptance of the faculty of the IMPACT component of the middle school was complimented by the principal. He indicated that he was very satisfied with the success of the implementation process at this school.

He stated that an example of his looking out for the personal welfare of the faculty was encouraging teachers to come to him with problems as an alternative to meeting with the grade level administrators. He indicated that he tried to make the teachers feel that they had options in seeking input for the resolution of problems. Being available to teachers after school if they needed his assistance was another example he stated of his caring about the teachers.

He rated the effectiveness of the middle school implementation as an 8.0. He felt that he was complimentary of the effort of the teachers and staff in making the implementation year a success. He attributed the high teacher morale to effective teaming and the camaraderie to the effectiveness of the organization. The teachers took pride in a job well done and a middle school that worked.

The interview data suggested that he exhibited supportive principal behavior. This behavior was characterized by his use of constructive criticism and setting an example for others by his hard work. He also complimented teachers and looked out for their personal welfare. This was in keeping with his OCDQ-RS response scores which also showed him to exhibit supportive principal behavior. His response score was 23 of a possible score of 28 on the supportive behavior subtest and a 14 of a possible score of 28 on the directive behavior subtest.

In completing the Teacher Frustration subtest of the OCDQ-RS, Principal #4 rated as sometimes occurs that teachers have too many committee requirements and routine duties interfere with the job of teaching. He indicated that the following behaviors rarely occur: the mannerisms of teachers are annoying, teachers interrupt each other

while talking in staff meetings, administrative paperwork is burdensome at this school, and assigned non-teaching duties are excessive.

In completing the Teacher Engagement subtest of the OCDQ-RS, this principal felt the following behavior frequently occurs: teachers spend time after school with students who have individual problems, teachers are proud of their school, teachers are friendly with students, teachers help and support each other, the morale of teachers is high, and teachers really enjoy working here. He indicated that the behavior of teachers having respect for the professional competence of their colleagues often occurs. The behavior of pupils solving their problems through logical reasoning sometimes occurs. The behavior this principal indicated as rarely occurs were pupils being trusted to work together without supervision and student government having an influence on school policy.

In completing the Teacher Intimacy subtest of the OCDQ-RS, this principal felt the following behavior sometimes occurs: teachers' closest friends are other teachers at the school, teachers invited other teachers to visit them at home, and teachers socialize with each other on a regular basis. The behavior this principal rated as rarely occurs was teachers knowing the family background of the other teachers.

Principal #5

Principal #5 had been the junior high school principal at this school site for the past three years. He indicated that he was selected as the middle school principal because he had been an innovator of the middle school concept and his teachers had been using teaming since the late 1970s. He said that he had set an example for others by his hard work in becoming acquainted with the faculty, staff, and community. He indicated that he quickly set about finding the leaders in the school.

He felt that his biggest challenge was to motivate students, and he was complimentary of the teachers able to do this effectively. He credited the administrative staff, teachers, and support staff for the smooth implementation of the middle school concept and his plans for the year. Teacher morale, he stated, was high, and all those involved wanted the middle school plan to succeed.

He stated that he introduced a new budget process with a committee comprised of department chairpersons and teacher input. The Student Council was also included in

some decision making. This shared decision making, he felt, helped make this implementation year a success.

He indicated that he was very comfortable with the middle school as it had been developed in the county. The teachers and support staff, he stated, worked together as a team and with each other. In evaluating the effectiveness of the teams, he indicated that he used constructive criticism to suggest areas of and methods for improvement. This constructive criticism let the teachers know that he cared about their welfare, teaching effectiveness, and professional success. Teachers coming to him with a problem were also expected to have some suggestions for its resolution.

He rated the overall effectiveness of the implementation as a 9.0. He indicated that he attributed the clean hallways, student smiles, and feeling of compassion that existed on campus to this effective implementation. This positiveness, he stated, was indicative of a middle school that worked.

This principal's responses to the interview questions suggested that he exhibited supportive principal behavior. He felt he frequently or often set an example for others by working hard himself, complimented teachers, went out of his way to help teachers as assistance was needed, and explained his reasons for criticisms to teachers. His response scores on the OCDQ-RS were in keeping with supportive principal behavior. His response scores were a 28 of a possible score of 28 on the supportive behavior subtest and a 17 of a possible score of 28 on the directive behavior subtest.

In completing the Teacher Frustration subtest of the OCDQ-RS, Principal #5 indicated that routine duties very frequently interfere with the job of teaching. He rated as rarely occurs the following statements: the mannerisms of the teachers at this school are annoying, teachers have too many committee requirements, teachers interrupt each other while talking in staff meetings, and assigned non-teaching duties are excessive.

In completing the Teacher Engagement subtest of the OCDQ-RS, this principal indicated that the following behavior very frequently occurs: teachers spend time after school with students who have individual problems, teachers are proud of their school, teachers are friendly with students, teachers help and support each other, the morale of teachers is high, teachers really enjoy working here, and teachers respect the professional competence of their colleagues. He rated the behaviors of student government

having an influence on school policy and pupils solving their problems through logical reasoning as sometimes occurs. Pupils being trusted to work together without supervision was a behavior he rated as rarely occurs.

In completing the Teacher Intimacy subtest of the OCDQ-RS, this principal rated as often occurs the behavior of teachers' closest friends being other teachers at the school. He indicated the following behavior sometimes occurs: teachers know the family background of other teachers, teachers invite other teachers to visit them at home, and teachers socialize with each other on a regular basis.

Principal #6

Principal #6 had been a junior high school principal for the past 11 years. He indicated that he believed he was selected for this middle school principalship because of the need for a veteran administrator. He indicated that he felt some negativism in his feelings about this transfer. As he had been very successful at his previous school, he stated that he questioned being transferred in the twilight years of his career. At his previous school his teachers had been using teaming for the past 12 years.

He stated that he thought this school could become a better school if converted to a middle school. He indicated that improving the students' academic levels and improving the appearance of the school were his goals for the year. He indicated his feeling that the appearance of the school directly reflected the community's commitment to education. He complimented the PTA and the teachers who helped him implement his plans this year.

He complimented the discipline dean for his efforts in standardizing the discipline punishment system. Being a firm disciplinarian, he felt that learning could not begin until there was discipline. He stated that he set an example by working hard to develop student, parent, and teacher handbooks.

The sixth grade teachers, he stated, were also complimented for being a great resource to him this year. He voiced criticisms of some of the sixth graders' behaviors such as their enthusiasm, noise, and running through the halls to classes. He indicated that he discussed his concerns with his teachers, and the teachers explained their actions to him. He stated that he gained a better understanding of the sixth grade student and curriculum through this interaction.

The principal felt very comfortable with the middle school concept. He rated the overall effectiveness of the implementation as an 8.0. Having known junior high school students, he felt that he saw the improvement the middle school concept had made on these students. He complimented the teachers and the students for having adjusted so well to the change. He indicated his feeling that this year had been very successful.

By setting an example for others through his hard work, using constructive criticism with teachers, explaining his criticisms to teachers, and complimenting teachers, he exhibited supportive principal behavior. His response scores on the OCDQ-RS were somewhat incongruent as indicated by the high scores on both the supportive and directive behavior subtests. His response scores were a 26 of a possible score of 28 on the supportive behavior subtest and a 22 of a possible score of 28 on the directive behavior subtest.

In completing the Teacher Frustration subtest of the OCDQ-RS, Principal #6 rated as sometimes occurs the following statements: teachers have too many committee requirements, routine duties interfere with the job of teaching, and administrative paperwork is burdensome at this school. He indicated that the following behavior rarely occurs: the mannerisms of teachers are annoying, teachers interrupt each other while talking in staff meetings, and assigned non-teaching duties are excessive.

In completing the Teacher Engagement subtest of the OCDQ-RS, this principal rated the following behavior as occurring very frequently: teachers spend time after school with students who have individual problems, teachers are proud of their school, teachers are friendly with students, teachers help and support each other, the morale of teachers is high, teachers really enjoy working here, pupils are trusted to work together without supervision, and teachers respect the professional competence of their colleagues. He assigned a rating of often occurs to the behavior of student government having an influence on school policy and a rating of sometimes occurs to the behavior of pupils solving their problems through logical reasoning.

In completing the Teacher Intimacy subtest of the OCDQ-RS, this principal rated as very frequently occurs the following behavior statements: teachers invite other teachers to visit them at home and teachers socialize with each other on a regular basis. He rated the statements of teachers' closest friends being other teachers and teachers

knowing the family background of other teachers as behaviors that often occur.

Principal #7

Principal #7 had been the principal of a junior high school for one year and stated her feeling that she was selected for this middle school principalship because she got things accomplished by working hard. She set an example for others. She stated that she used enthusiasm instead of high pressure when working with groups. She indicated that she had misgivings about how her administrative style would be accepted when compared to the principal she was succeeding. Not being an authoritarian leader, she said that she liked "to get in there" and work hard and involve others by her example.

The teachers received her compliments on making the implementation to the middle school concept so smooth. She felt she complimented the teachers for their willingness to try new methods and concepts and taking over the responsibility for scheduling their team's students. In this way, she indicated that she was looking out for the personal welfare of the teachers. Further helping the implementation process was the communication between the faculty and the principal.

She stated that she got ideas from the faculty, listened to them, and told them what she thought, using constructive criticism when appropriate. This summer there were plans for the principal and the faculty to go on a camping weekend to a YMCA site for goal-setting purposes. She stated that she planned to make improvements for next year based on teacher suggestions from end of the year surveys of administrative and school strengths and weaknesses.

She indicated that she was very comfortable with the middle school concept and complimented the teachers on their many accomplishments. Looking out for the personal welfare of the teachers, she stated that she encouraged the teachers to come in and talk to her during the summer prior to the beginning of school. She showed concern for teacher involvement in the decision-making process by sending out monthly newsletters and asking for the teachers' input for a school motto. She said she complimented the faculty on maintaining their enthusiasm throughout the year. She stated that the Parent Advisory Council helped her to set some new policies this year.

She credited the faculty and staff with being her greatest resource. She felt her most successful team was very, very student-oriented. She indicated that she had offered constructive criticism to one member of the least successful team because of his refusal to plan with the team. This teacher was ready to retire and refused to cooperate with the middle school concept. Another teacher had an inconsistent discipline policy, and the principal stated that she was available during and after school to assist this teacher in an effort to look out for her personal welfare and professional success.

She did not rate the effectiveness of the implementation by number. Rather, she mentioned that the implementation had been very successful and indicated that she was very happy with the changes in the teachers, students, support staff, and community's acceptance of and involvement in the middle school concept.

This principal's responses to her interview suggested that she exhibited supportive principal behavior. She frequently set an example by working hard herself, being available to teachers as assistance was needed, offering constructive criticism and explaining the reasons for it, and by complimenting teachers. Her response scores on the OCDQ-RS were in keeping with supportive principal behavior. Her response scores were a 24 of a possible score of 28 on the supportive behavior subtest and a 14 of a possible score of 28 on the directive behavior subtest.

In completing the Teacher Frustration subtest of the OCDQ-RS, Principal #7 rated as sometimes occurs the statements that teachers have too many committee requirements and administrative paperwork is too burdensome. The following statements this principal rated as rarely occurs: the mannerisms of teachers at this school are annoying, routine duties interfere with the job of teaching, teachers interrupt each other while talking in staff meetings, and assigned non-teaching duties are excessive.

In completing the Teacher Engagement subtest of the OCDQ-RS, this principal rated the following statements as teachers help and support each other, the morale of teachers is high, teachers really enjoy working here, pupils are trusted to work together without supervision, and teachers respect the professional competence of their colleagues. The behavior of teachers spending time after school with students who have individual problems often occurs. These behaviors were rated as sometimes occurs: student government has an influence on school policy,

teachers are friendly with students, and pupils solve their problems through logical reasoning.

In completing the Teacher Intimacy subtest of the OCDQ-RS, this principal indicated that the following behavior very frequently occurs: teachers' closest friends are other teachers at the school and teachers socialize with each other on a regular basis. Teachers inviting other teachers to visit them at home is a behavior rated as occurring often and teachers knowing the family background of other teachers is a behavior that sometimes occurs.

Principal #8

Principal #8 had a different administrative background than the other principals in the study in that he had most recently been an area director. He felt he was selected for this middle school principalship because of his previous experience as a dean and a teacher in the county. He stated that he took the job because of his desire to work with students and develop a positive learning environment for them. His role as director dealt mostly with the negative aspects of the educational process although resolving problems did bring him satisfaction.

Because he was selected just two weeks prior to the start of the school year, he indicated his feeling that he had to initiate some abrupt changes to establish the environment he desired. He said that he accomplished this through hard work, reviewing the teacher handbook, and changing expectations for the year. The teachers were oriented to his concepts of providing a positive learning environment for the students. He noted that he was also attempting to improve teacher morale. He stated that his philosophy was that happy teachers deal more effectively with their time and students. His main goal for the year was to help the students to develop positive self-concepts and to generally feel positive about themselves, their teachers, their learning, and their school. Looking out for the personal welfare of the faculty, he indicated that he shared with them the importance of a positive self-concept during the transescent stage. Negative self-concepts at this stage would interfere with the students' ability to concentrate on learning.

He felt that he complimented the teachers on encouraging more student participation in activities, rewarding more students for their behavioral and academic accomplishments, and helping him to implement the change to the middle school. Looking out for the personal welfare,

he indicated that he was persistent in getting roof and faulty ventilation systems repaired. Because of the lack of air conditioning and other facilities problems, he allowed the teachers to leave as soon as the students left campus each day. He indicated that he shared his appreciation with them for their working in such substandard conditions and this helped to draw the principal and the faculty together.

This principal indicated that he felt very comfortable with the middle school concept and rated implementation as very successful. The perceptions of his interview suggested that he exhibited supportive principal behavior. He frequently was available after school to assist teachers as needed, complimented teachers, offered constructive criticism and explained the reasons for it, and set an example for others by his hard work. His response scores on the OCDQ-RS were in keeping with supportive principal behavior. His response scores were a 23 of a possible score of 28 on the supportive behavior subtest and a 15 of a possible score of 28 on the directive behavior subtest.

In completing the Teacher Frustration subtest of the OCDQ-RS, Principal #8 rated as rarely occurs the following statements: the mannerisms of teachers are annoying, teachers have too many committee requirements, routine duties interfere with the job of teaching, teachers interrupt other teachers while talking in staff meetings, administrative paperwork is burdensome at this school, and assigned non-teaching duties are excessive.

In completing the Teacher Engagement subtest of the OCDQ-RS, this principal indicated these behaviors occur very frequently: teachers are proud of their school, teachers are friendly with students, and the morale of teachers is high. This principal felt the following behavior often occurs: teachers help and support each other, teachers really enjoy working here, and teachers respect the professional competence of their colleagues. These behaviors were rated as sometimes occurs: teachers spend time after school with students who have individual problems, student government has an influence on school policy, and pupils solve their problems through logical reasoning. Pupils being trusted to work together without supervision was rated as rarely occurs.

In completing the Teacher Intimacy subtest of the OCDQ-RS, Principal #8 felt the following behavior often occurs: teachers' closest friends are other teachers, teachers know the family background of other teachers, and teachers socialize with each other on a regular basis.

Teachers inviting other teachers to visit them at home was rated as sometimes occurs.

Principal #9

Principal #9 is a first year principal. He was the only interim principal in this study. An assistant principal for 4 years, he had previously been a teacher and a dean. He had some apprehensions as to the recent transfer of eight principals after they had the faculties in place for the coming year's implementation to the middle school. One advantage of having so many new teachers (36 new teachers, 20 of whom were beginning teachers) was his opportunity to "mold" these teachers into the middle school framework and his philosophy.

The goals he set for the year were developing a whole school philosophy and a positive attitude flourishing. He complimented the team teachers on their help with the curriculum and the cross-discipline data they provide on students. This simplified curriculum decisions and changes.

In his summer planning for the upcoming middle school principalship, he sent out newsletters to the teachers and parents to introduce himself and assure them that the same fine traditions would remain at the school. He set an example by his hard work in restructuring administrative and guidance roles and implementing his philosophy into the middle school concept.

He faced some personal challenges in delegating authority to the grade level administrators, which was hard for him to do. Having just gained the power of the principalship, he knew that this power could only increase in effectiveness if shared. This also allowed grade and team level decisions and conferences to be made at that level and not through the principal's office, thus making his use of time more effective. He was struggling with the desire to have the type of working relationship with his grade level administrators that would allow them to anticipate his reaction to problems and situations and act accordingly. They have not had ample time to accomplish this goal.

He complimented the district-level personnel, the occupational specialist, and the teachers for being a great resource to him this year. In his most successful team he was concerned for the personal welfare of the two teachers who had dual certification and were having to make three teaching preparations per day. They assured him that they

did not mind, since it was for the benefit of the sixth graders they taught. He complimented the majority of the teams on their effective use of time spent in team meetings and planning. Some constructive criticism was given to teachers who had not yet embraced the commitment to middle schools. He tried to explain to these teachers that their students were mirroring their negative attitudes. These teachers also knew that he was available after school for them if they needed assistance.

He was very comfortable with the middle school concept and rated the overall effectiveness of the implementation as an 8.5. There was a need to have more training for team leadership and the other responsibilities of middle school teachers. Some of the program coordinators had been slow to think in terms of middle school programs and were still too secondary oriented.

The perceptions of his interview suggested that he exhibited supportive principal behavior. He most frequently complimented teachers, offered constructive criticism to teachers, explained his criticisms to teachers, and looked out for the personal welfare of teachers. His responses on the OCDQ-RS were in keeping with supportive principal behavior. His response scores were 28 of a possible score of 28 on the supportive behavior subtest and a 16 of a possible score of 28 on the directive behavior subtest.

In completing the Teacher Frustration subtest of the OCDQ-RS, Principal #9 rated as sometimes occurs the following behaviors: teachers have too many committee requirements, routine duties interfere with the job of teaching, administrative paperwork is burdensome at this school, and assigned non-teaching duties are excessive. This principal rated as rarely occurs the following statements: mannerisms of teachers are annoying and teachers interrupt each other while talking in staff meetings.

In completing the Teacher Engagement subtest of the OCDQ-RS, this principal felt the following behavior very frequently occurs: teachers spend time after school with students who have individual problems, teachers are proud of their school, teachers are friendly with students, teachers help and support each other, the morale of teachers is high, teachers really enjoy working here, pupils are trusted to work together without supervision, and teachers respect the professional competence of their colleagues. This principal indicated that the behavior of pupils solving their problems through logical reasoning and

the behavior of student government having an influence on school policy often and sometimes occur, respectively.

In completing the Teacher Intimacy subtest of the OCDQ-RS, this principal indicated that the following behavior often occurs: teachers' closest friends are other teachers, teachers know the family background of other teachers, teachers invite other teachers to visit them at home, and teacher socialize with each other on a regular basis.

Principal #10

Principal #10 had been a teacher, dean, guidance counselor, and assistant principal prior to this middle school principalship. She felt she was selected because her capabilities and leadership style were well-matched to this school. Her goal had been to become a middle school principal. She was appointed to this school two days before pre-planning.

Every day had been a challenge to her. She would rather be in the classrooms than in her office with paperwork. The training sessions that she had to attend always took her off campus during school hours. She suggested that this training could be scheduled on week nights and weekends.

She complimented the teachers for having been her greatest resource this past year. Her use of research information to build better faculty rapport and school climate was shared with the PTA. She assigned no duties to the teachers and so she and her administrative staff had about three hours of duties each day. In looking out for the personal welfare of the teachers she felt that this duty-free time was better spent in teacher meetings and planning.

She complimented the most successful team on the quiet manner with which they cared for their students. Her least successful team was too secondary-oriented and rigid about discipline. She felt they failed to remember that their students were not adults, they were still kids.

There was shared decision making. There was a team leader council and grade level meetings through which problems were brought to her attention. The teachers knew that she was available to them after school as assistance was needed. She set an example for others by her hard work in her coordination of such middle school components as the corridor curriculum and IMPACT.

She was very comfortable with the middle school concept. Her rating on the effectiveness of the implementation this year was a 7.0. She knew that they were doing good things and were being effective with the students. There were still areas in which they needed to improve.

The perceptions of her interview suggested that she exhibited supportive principal behavior. She most frequently complimented teachers, looked out for the personal welfare of the teachers, offered constructive criticism and her reasons for it, and worked hard as an example to others. Her responses on the OCDQ-RS were in keeping with supportive principal behavior. Her response scores were a 26 of a possible score of 28 on the supportive behavior subtest and a 12 of a possible score of 28 on the directive behavior subtest.

In completing the Teacher Frustration subtest of the OCDQ-RS, this principal rated the following statements as rarely occurs: the mannerisms of teachers are annoying, teachers have too many committee requirements, routine duties interfere with the job of teaching, teachers interrupt each other while talking in staff meetings, administrative paperwork is burdensome at this school, and assigned non-teaching duties are excessive.

In completing the Teacher Engagement subtest of the OCDQ-RS, Principal #10 rated the following behavior as very frequently occurs: teachers are proud of their school, teachers are friendly with students, teachers help and support each other, pupils solve their problems through logical reasoning, the morale of teachers is high, teachers really enjoy working here, pupils are trusted to work together without supervision, and teachers respect the professional competence of their colleagues. This principal rated as often occurs the behavior that student government has an influence on school policy. Rated as sometimes occurs by this principal were the following behaviors: teachers spend time after school with students who have individual problems and pupils are trusted to work together without supervision.

In completing the Teacher Intimacy subtest of the OCDQ-RS, this principal rated the following behaviors as often occurs: teachers' closest friends are other teachers, teachers invite other teachers to visit them at home, and teachers socialize with each other on a regular basis. Rated as sometimes occurs by this principal was the statement that teachers know the family background of other teachers.

Principal #11

Principal #11 had been the junior high school principal at this site and had 20 years of administrative experience. He had pioneered many of the middle school components and phased them into the school prior to middle school implementation. According to Maslow's hierarchy of needs, he felt he needed some self-actualization.

As he assumed this principalship, he was concerned with the emphasis on affective types of activities taking second place to academic achievement in the classroom. He felt that the protective environment of the middle school was good and needed to be fine-tuned for the next year. He complimented the sixth grade teachers he had hired for providing instruction that far surpassed his expectations. When the teachers and students looked back on this year, he wanted them to feel that they had been in a climate and atmosphere that promoted individual dignity and learning. This was an example of his looking out for the personal welfare of the teachers and students.

He complimented the sixth grade teachers on their classroom activities and teaching. He felt that these teachers understood the attitudes and behaviors of this age student. He set an example with his hard work in trying to convince teachers individually and in small groups that it was alright to take a risk and admit they were not experts on all aspects of the middle school. He complimented the teachers when they drew upon each other's strengths to complement the areas in which they did not excel. His availability after school to assist teachers as needed was another example of his regard for the personal welfare of the teachers.

Teaming was the heart and soul of the middle school according to this principal. Nothing about the physical plant mattered as long as there was a group of caring and supportive teachers and staff who were not afraid of wearing their feelings on their sleeves. He complimented TABS (Teachers Assisting Better Schools), which was an ongoing program with the purpose of writing a discipline plan to be developed and piloted for the county. Being considerate of the teachers, he put few requirements on them that were not county-wide.

He felt very comfortable with the middle school concept. The rating he gave the overall effectiveness of the implementation was a 7.0 or an 8.0. He complimented the seventh and eighth grade teachers on the implementation of many middle school components and getting rid of many of

the "junior high things." Given the massiveness of the first year effort and the formation of the team organization, he made this rating aware that there was always room for improvement.

The perceptions of is interview suggested that he exhibited supportive principal behavior. He frequently set an example for others by his hard work, complimented teachers, and looked out for the personal welfare of the teachers. His responses on the OCDQ-RS were in keeping with supportive principal behavior. His response scores were a 27 of a possible score of 28 on the supportive behavior subtest and a 13 of a possible 28 on the directive behavior subtest.

In completing the Teacher Frustration subtest of the OCDQ-RS, this principal rated as sometimes occurs the following behavior: teachers have too many committee requirements, routine duties interfere with the job of teaching, teachers interrupt other teachers who are talking at staff meetings, and administrative paperwork is burdensome at this school. This principal rated the following as rarely occurs: the mannerisms of teachers at this school are annoying and assigned non-teaching duties are excessive.

In completing the Teacher Engagement subtest of the OCDQ-RS, this principal rated as very frequently occurs the following behavior: teachers are proud of their school, teachers are friendly with students, teachers really enjoy working here, and teachers respect the professional competence of their colleagues. Rated as sometimes occurs were the following behaviors: student government has an influence on school policy, pupils solve their problems through logical reasoning, the morale of teachers is high, and pupils are trusted to work together without supervision.

In completing the Teachers Intimacy subtest of the OCDQ-RS, this principal rated as often occurs the statement that teachers' closest friends were other teachers. Rated as sometimes occurs were the following behaviors: teachers know the family background of other teachers, teachers invite other teachers to visit them at home, and teachers socialize with each other on a regular basis.

Principal #12

Principal #12 was transferred from a junior high school to the middle school principalship three days before the opening of school. There had been some difficulty in

finding a principal with middle school experience and the ability to maintain the high test scores earned by the students from this school. He had seven years of middle school experience in such areas as teaming in a large school and the corridor curriculum. The ability to be diplomatic with parents was another trait he possessed. Although he could have retired, he accepted the job because he still loved the work.

He worked hard as an example for others and had done much traveling to national conventions and foreign countries to further his knowledge of the middle school. At his own expense he traveled to England to visit with British principals and had Japanese educators visit his previous school.

Some of the difficulties he faced were a faculty slow to begin the middle school training, a heavily unionized and vocal faculty, and parents with a notorious reputation for pushing principals around. This faculty had been using middle school strategies for only two or three years while other schools had used them for seven or eight years. He complimented the team leader council's positive attitude in improving some of the difficulties he faced. He felt the only way to bring about a more effective implementation was for eight teachers to retire. He had also criticized some of the teachers for being reluctant to realize that the mandate for them taking the middle school training emanated from the Department of Education and not from him. He tried to explain that he would have no leeway if they failed to complete the training necessary for their teacher recertification. Looking out for the personal welfare of the teachers was also a concern in this matter.

He was critical of a teacher who had to be dismissed for excessive tardiness and absences. This was a dilemma for him because he felt that it was extremely difficult to work with teachers who were not committed. He explained that although the teacher was extremely capable, his responsibilities as a weekend minister in a neighboring county were obviously a higher priority for him than teaching.

This principal felt very comfortable with the middle school concept and felt that the three years of preparation time was necessary for its success. He also felt that this implementation year had been successful and he credited the majority of teachers for this success. His rating of the overall effectiveness of the implementation was a 10 since it has been fully implemented. He rated it an 8.5 or 9.0 for the success of the implementation. The organization was a good one but there was still room for improvement.

The perceptions of his interview suggested that he exhibited supportive principal behavior. He frequently set an example by working hard himself, complimented teachers, used constructive criticism with teachers, and explained the reasons for using this criticism. His responses on the OCDQ-RS were in keeping with supportive principal behavior. His response scores were a 27 of a possible score of 28 on the supportive behavior subtest and a 13 of a possible score of 28 on the directive behavior subtest.

In completing the Teacher Frustration subtest of the OCDQ-RS, this principal rated as sometimes occurs the following behavior: teachers have too many committee requirements, routine duties interfere with the job of teaching, teachers interrupt each other while talking in staff meetings, and administrative paperwork is burdensome. This principal rated the statements that the mannerisms of teachers are annoying and assigned non-teaching duties are excessive as behavior that rarely occur.

In completing the Teacher Engagement subtest of the OCDQ-RS, this principal rated the following behavior as very frequently occurs: teachers really enjoy working here, teachers are proud of their school, and teachers respect the professional competence of their colleagues. Rated as often occurs were the following behaviors: teachers are friendly with students, teachers help and support each other, pupils solve their problems through logical reasoning, the morale of teachers is high, and teachers respect the professional competence of their colleagues. Behaviors that sometimes occur were student government has an influence on school policy and pupils are trusted to work together without supervision.

In completing the Teacher Intimacy subtest of the OCDQ-RS, this principal rated as often occurs the behavior that teachers know the family background of the other teachers. This principal rated as sometimes occurs the following behaviors: teachers' closest friends are other teachers, teachers invited other teachers to visit them at home, and teachers socialize with each other on a regular basis.

Principal #13

Principal #13 felt he was selected to be a middle school principal because of his varied experiences in low to mid-range socioeconomic schools. He had also been diplomatic in his handling of problems, was politically motivated, and was effective in public relations. Having

had a son attend this school, he was familiar with the faculty as a parent and through his reputation in the county. He realized that the problems he would be dealing with would be more faculty and community related than student related.

This school was a challenge because of the high academic standards and consistently high test scores. He was concerned for the personal welfare of the teachers and showed this concern by making himself available after school as they needed assistance. Knowing that the improvement of the communications between himself and the faculty would be a high priority goal, he was reluctant to leave campus for meetings or training since the teachers had expressed the desire to have a leader they could talk to. To make this commitment, he felt he needed to remain on campus.

He complimented the teachers on their efforts to become a cohesive unit and make the middle school work. He also complimented the Beginning Principal Program for having given him an awareness of what to anticipate and the timelines for looking over principal competencies. He had started to formulate plans for a mid-year inspection for his principal competency documentation.

Complimenting the sixth grade teachers and their teaching accomplishments this year, he said they were as good or better than any other sixth grade in the county in their enthusiasm for the middle school concept. He felt that the vast majority of the faculty displayed commitment to the middle school, although some of the teachers might never be won over. He offered constructive criticism to these teachers and explained that they needed to move to a grade level where they would be happier.

Initially there was negativism on the part of some teachers regarding IMPACT. The principal worked hard as an example to others to convince the teachers that they were not taking on the role of a guidance counselor but were just becoming more involved in sharing and getting better acquainted with their students. Some of the teachers were uncomfortable with getting involved in the personal lives of the students and the reciprocity that usually occurred. After much hard work by those who were supportive of IMPACT, some of these teachers did improve their attitude toward this program.

He worked hard to hide his inexperience and uncertainty in dealing with all of the new leadership situations he faced. His availability to teachers after school as his assistance was needed helped to maintain good

teacher morale. The most successful team developed an openness to share new ideas with each other and try new activities with the students. They held their pupil award presentations before school and during lunch, thereby wasting very little academic time. The least successful team had a predominantly negative attitude toward students who were not self-motivated to learn.

This principal "went by the book." If there was any leeway available, he sought faculty input before making some decisions but felt capable of making sound educational decisions on his own as necessary. His contact with the faculty was through the Faculty Advisory Council.

He felt very comfortable with the middle school concept. His rating of the effectiveness of the middle school implementation was a 6.0. He based this rating on 5 of 8 teams being at or above expectations.

The perceptions of his interview suggested that he exhibited supportive principal behavior. He most often set an example by working hard himself, complimented teachers, used constructive criticism with teachers, explained his reasons for using criticism, and was available after school to assist teachers as needed. His responses on the OCDQ-RS were in keeping with supportive principal behavior. His response scores were an 18 of a possible score of 28 on the supportive behavior subtest and a 10 of a possible score of 28 on the directive behavior subtest.

In completing the Teacher Frustration subtest of the OCDQ-RS, this principal rated the following behavior as sometimes occurs: teachers have too many committee requirements, routine duties interfere with the job of teaching, teachers interrupt other teachers while talking in staff meetings, and administrative paperwork is burdensome. This principal rated the behaviors that the mannerisms of teachers are annoying and assigned non-teaching duties are excessive as rarely occurs.

In completing the Teacher Engagement subtest of the OCDQ-RS, this principal rated the following behaviors as often occurs: teachers are proud of their school, teachers are friendly with students, teachers help and support each other, pupils solve their problems through logical reasoning, teachers really enjoy working here, and teachers respect the professional competence of their colleagues. This principal indicated that the following behaviors sometimes occur: teachers spend time after school with students who have individual problems, the morale of teachers is high, and pupils are trusted to work together

without supervision. A behavior that rarely occurs is that student government has an influence on school policy.

In completing the Teacher Intimacy subtest of the OCDQ-RS, this principal rated as sometimes occurs the following behavior: teachers' closest friends are other teachers, teachers know the family background of other teachers, teachers invite other teachers to visit them at home, and teachers socialize with each other on a regular basis.

Principal #14

Principal #14 had been at this school site for 21 years as a teacher, football coach, and assistant principal. He said that he seemed the natural choice to implement the middle school concept. He was familiar with the teachers, faculty, students, and community. Not having had any experience with sixth graders, he was apprehensive as to their level of maturity and ability to cope with such things as changing classes, using lockers, and showering.

He felt he had the opportunity to make the middle school bigger and better than it was. Having a smooth year was one of his goals for success this year. He set an example by his hard work in organizing student and teacher handbooks, visiting feeder schools, orienting students, and developing an orientation slide presentation.

He was far more comfortable with the middle school concept at the end of the year than he was at the mid-year point. All of his concerns were addressed in county workshops. The principal complimented the most successful team for the time they spent in making newsletters for parents, having the students over to their homes for a pool party, and having recognition programs as well as motivational activities. He offered constructive criticism to the least successful team and tried to explain that they needed to have more enthusiasm and a more positive attitude.

He also complimented the teacher in charge of the school's interscholastic program. This teacher had a very well organized junior high school program and was doing an even better job with the middle school program. Concerned with the personal welfare of the faculty, the principal realized that the late quitting time of 4:00 p.m. made it very difficult for the teachers to take care of personal business after school hours.

He felt comfortable with the middle school. His rating of the effectiveness of the implementation was an 8.0. He said that he just got a feeling about how well things were going. The teachers were responsible for the success of the implementation effort. The perceptions of his interview suggested that he exhibited supportive principal behavior. He most frequently complimented teachers, used constructive criticism and explained his reasons for doing so, looked out for the personal welfare of the teachers, and set an example by his hard work. His responses on the OCDQ-RS were in keeping with supportive principal behavior. His response scores were a 25 of a possible score of 28 on the supportive behavior subtest and an 11 of a possible score of 28 on the directive behavior subtest.

In completing the Teacher Frustration subtest of the OCDQ-RS, Principal #14 rated the following behavior as sometimes occurs: teachers have too many committee requirements, routine duties interfere with the job of teaching, and administrative paperwork at this school is burdensome. Behaviors that were rated as rarely occurs were the following: the mannerisms of teachers are annoying, teachers interrupt other teachers while talking in staff meetings, and assigned non-teaching duties are excessive.

In completing the Teacher Engagement subtest of the OCDQ-RS, this principal indicated these behaviors to occur very frequently: teachers are friendly with students and teachers help and support each other. This principal rated the following behavior as often occurs: teachers spend time after school helping students who have individual problems, teachers are proud of their school, student government has an influence on school policy, pupils solve their problems through logical reasoning, the morale of teachers is high, teachers really enjoy working here, pupils are trusted to work together without supervision, and teachers respect the professional competence of their colleagues.

In completing the Teacher Intimacy subtest of the OCDQ-RS, this principal indicated that the following behavior often occurs: teachers' closest friends are other teachers, teachers know the family background of other teachers, teachers invite other teachers to visit them at home, and teachers socialize with each other on a regular basis.

Principal #15

Principal #15 had been at a junior high school and had spearheaded much of the middle school transition there. He felt he was selected for this principalship because this school was behind in implementation as evaluated at the district level. Since his children had gone to this school, he was familiar with the faculty, community, strengths, and weaknesses of the school. This also gave him an opportunity to correct the mistakes he made in starting up his previous school.

The faculty was comprised mainly of very traditional teachers with over 20 years of experience. The previous principal had been the school's original principal and had been there over 30 years. The new principal faced an attitudinal obstacle with many teachers reluctant to accept the change to and the training necessary for the middle school. He was careful to make sure that the changes he made were gradual. The principal complimented the faculty on how much they had improved this year in their interaction with each other and the different grade levels.

He worked hard as an example to the teachers in becoming acquainted with them and sharing his goals. Early in this principalship he realized the importance of asking for and implementing faculty input. To motivate his faculty and encourage them to be enthusiastic about the middle school implementation, he brought with him four teachers from his previous school who talked to the faculty about the middle school concept. He complimented these "staff builders" with bringing about staff unity and a more concentrated effort to bring about the successful implementation of the middle school this year. Making himself available to the teachers after school also helped to make communications more open between himself and the faculty. In his hiring of the past year, he hired only one teacher who had not had middle school experience.

He was personally comfortable with the middle school concept. His rating of the overall effectiveness of the implementation of the middle school this year was an 8.0. He complimented the district for the excellent training they provided the teachers.

The interview data suggested that he exhibited supportive principal behavior. He set an example for others by his hard work, complimented teachers, gave constructive criticism and explained the reasons for the criticisms to the teachers, and made himself available after school to the teachers to assist them as needed. This was in keeping with his OCDQ-RS response scores which

also showed him to exhibit supportive principal behavior. His response scores were an 18 of a possible score of 28 on the supportive behavior subtest and an 11 of a possible score of 28 on the directive behavior subtest.

In completing the Teacher Frustration subtest of the OCDQ-RS, this principal indicated that the behavior of routine duties interfering with the job of teaching often occurs. Behavior that sometimes occurs are that the mannerisms of teachers are annoying and administrative paperwork at this school is burdensome. The behavior that this principal indicated rarely occurs are the following: teachers have too many committee requirements, teachers interrupt other teachers while talking in staff meetings, and assigned non-teaching duties are excessive.

In completing the Teacher Engagement subtest of the OCDQ-RS, this principal indicated that the following behavior often occurs: teachers are proud of their school, teachers are friendly with students, teachers really enjoy working here, and teachers respect the professional competence of their colleagues. Behavior that the principal indicated to sometimes occur were that teachers help and support each other, pupils solve their problems through logical reasoning, the morale of teachers is high, and pupils are trusted to work together without supervision. The principal rated the following behavior as rarely occurs: teachers spend time after school with students who have individual problems and student government has an influence on school policy.

In completing the Teacher Intimacy subtest of the OCDQ-RS, this principal indicated that the behavior of teachers socializing with each other on a regular basis often occurs. The following behaviors were rated by the principal as sometimes occurs: teachers' closest friends are other teachers, teachers know the family background of other teachers, and teachers invite other teachers to visit them at home.

Principal #16

Principal #16 had been at this school site for the past 5 years. He had previously been at a school that was a "front runner." Four years ago that faculty had made a commitment to concentrate on the seventh grade in the middle school concept. He had motivated the staff toward this goal at the previous school. This school was a challenge and needed a different "gearing up." Some of the teachers feared the change to the middle school and so the

county needed his help at this school. This challenge was the key to his taking this job.

Having come from an "inner city" school he found it hard to believe that he could have a meeting with his administrative staff without being interrupted by some discipline problem. Because of his concern for the personal welfare of the teachers in their jobs, he divided the teacher handbook into eight components of the effective school. By working hard as an example to others, he rewrote this handbook and asked the teachers to volunteer to head committees for each of the components as a school improvement project. He complemented the teachers on their willingness to become involved in this project.

A dilemma he faced this year was the lack of an implementation "blueprint" for the middle school. He had to reorganize the teams this year because he had a large number of new teachers. He encouraged interaction among teams and across grade levels to foster a more cohesive school unit.

The most successful team had the advantage of three years of middle school training. They were the standard by which he measured the other teams. He offered constructive criticism to the least successful team and explained that everyone needed to share the responsibilities of the planning and carrying out of the activities or the team would be ineffective.

He was very comfortable with the middle school concept and felt that the teachers were to be complimented on their efforts in reaching this goal. He rated the overall effectiveness of the implementation as good and saw areas that could be improved.

The perceptions of his interview suggested that he exhibited supportive principal behavior. He frequently complimented teachers, offered constructive criticism to teachers, explained the reasons for the criticisms to them, and set an example to others through his hard work. His responses on the OCDQ-RS were in keeping with supportive principal behavior. His response scores were a 28 of a possible score of 28 on the supportive behavior subtest and a 9 of a possible score of 28 on the directive behavior subtest.

In completing the Teacher Frustration subtest of the OCDQ-RS, this principal rated the following behavior as very frequently occurs: routine duties interfere with the job of teaching and administrative paperwork at this school is burdensome. Rated as often occurs was the behavior of

assigned non-teaching duties being excessive. The principal indicated that the following behavior sometimes occurs: mannerisms of teachers are annoying and teachers interrupt each other while talking in staff meetings. Teachers having too many committee requirements rarely occurs.

In completing the Teacher Engagement subtest of the OCDQ-RS, this principal rated the following behavior as very frequently occurs: teachers are proud of their school, teachers are friendly with students, teachers help and support each other, the morale of teachers is high, teachers really enjoy working here, and teachers respect the professional competence of their colleagues. The behavior of pupils solving their problems through logical reasoning often occurs. The principal rated the following behavior as sometimes occurs: teachers spend time after school with students who have individual problems, student government has an influence on school policy, and pupils are trusted to work together without supervision.

In completing the Teacher Intimacy subtest of the OCDQ-RS, this principal indicated that teachers knowing the family background of other teachers very frequently occurs. Teachers socializing with other teachers on a regular basis often occurs. The principal rated the behaviors of teachers' closest friends being other teachers and teachers inviting other teachers to visit them at home as sometimes occurs.

REFERENCES

- Alexander, W. M. (1971). What's the score on middle schools? Today's Education, 60, 67.
- Alexander, W. M., & George, P. S. (1981). The exemplary middle school. New York: Holt, Rinehart and Winston.
- Alexander, W. M., Williams, E., Compton, M., Hines, V., Prescott, D., & Kealy, R. (1968). The emergent middle school. New York: Holt, Rinehart and Winston.
- Anderson, C. S. (1982). The search for school climate: A review of the research. Review of Educational Research, 52, 368-420.
- Araki, C. T. (1982). Leadership study in Hawaii: How characteristics of principals affect the schools. National Association of Secondary School Principals Bulletin, 66, 88-96.
- Barrett, L. A., & Yoder, E. P. (1980). Are you an administrator or a leader? National Association of Secondary School Principals Bulletin, 69, 56-59.
- Beals, L. M. (1952). Junior high school, past and present. National Association of Secondary Schools Bulletin, 36, 15-24.
- Berman, P., & McLaughlin, M. (1977). Federal programs supporting educational change, Vol. VII, Factors affecting implementation and sustaining innovations. Santa Monica, CA: Rand.
- Berman, P., & McLaughlin, M. (1978). Federal programs supporting educational change, Vol. VII, Implementing and sustaining innovations. Santa Monica, CA: Rand.
- Bobruff, J., Howard, J., & Howard, A. (1974). The principalship: Junior high and middle school. National Association of Secondary School Principals Bulletin, 58, 54-61.

- Brimm, R. P. (1969). Middle school or junior high: Background and rationale. National Association of Secondary School Principals Bulletin, 53, 1-7.
- Brooks, K., & Edwards, F. (1978). The middle school in transition: A research report on the status of the middle school movement. Lexington, KY: University of Kentucky Press.
- Crandall, D. P. (1977). Training and supporting linking agents. In N. Nash & J. Culbertson (Eds.), Linking processes in educational improvement, concepts, and applications (pp. 121-133). Columbus, OH: University Council for Educational Administration.
- Cuff, W. (1967). Middle schools on the march. National Association of Secondary School Principals Bulletin, 51, 82-86.
- Edge, D. L. (1979). Administrative style and organizational climate in junior high and middle schools of Missouri (Doctoral dissertation, University of Missouri-Columbia, 1978). Dissertation Abstracts International, 40, 5263A.
- Eichorn, D. H. (1980). The school. In M. Johnson (Ed.), Toward adolescence: The middle school years (pp. 56-73). Chicago, IL: University of Chicago Press.
- Evans, R. W. (1973). A comparison of the organizational climates of selected middle schools with junior high schools (Doctoral dissertation, Kent State University, 1972). Dissertation Abstracts International, 34, 5521A.
- Fullan, M. (1982). The meaning of educational change. New York: Teachers College Press.
- Gatewood, T. E., & Dils, C. A. (1975). The middle school we need. (A report from the A.S.C.D. Working Group on the Emergent Adolescent Learner.) Washington, DC: Association for Supervision and Curriculum Development.
- Gaumnitz, W. H. (1954). Junior high school facts--A graphic analysis. (U.S. office of Education Miscellaneous No. 21.) Washington, DC: U.S. Government Printing Office.

- George, P. S., & Anderson, W. G. (1989, December). Maintaining the middle school: A national survey. NASSP Bulletin, pp. 67-74.
- Gruhn, W. T., & Douglass, H. R. (1956). The modern high school (2nd ed.). New York: The Ronald Press.
- Hall, G. E., & Hord, S. M. (1987). Change in schools: Facilitating the process. Albany: State University of New York Press.
- Hall, G. E., Hord, S. M., & Griffin, T. H. (1980). Implementation at the school building level: The development and analysis of nine minicase studies (Report No. 3098). Austin: The University of Texas at Austin, Research and Development Center for Teacher Education. (ERIC Document Reproduction Service No. ED 207 170)
- Hall, G. E., Wallace, R. C., & Dossett, W. A. (1973). A developmental conceptualization of the adoption process within education institutions (Report No. 3006). Austin: The University of Texas at Austin, Research and Development Center for Teacher Education.
- Halpin, A. (1959). The leadership behavior of school superintendents (2nd ed.). Chicago: Midwest Administration Center, University of Chicago.
- Halpin, A. W., & Croft, D. P. (1963). The organizational climate of schools. Chicago: Midwest Administration Center.
- Havelock, R. G. (1971). Planning for innovation through dissemination and utilization of knowledge. Ann Arbor: University of Michigan, Institute for Social Research.
- Hayes, A. W. (1973, April). A reappraisal of the Halpin-Croft model of the organizational climate of the schools. Paper presented at the American Educational Research Association, New Orleans.
- Howard, A. W., & Stroumbis, G. C. (1970). The junior high and middle school: Issues and practices. Scranton, PA: Intext Educational Publishers.
- Howell, C. E. (1948). Junior high: How valid are its original aims? Clearing House, 23(2), 75-78.

- Hoy, W. K., & Clover, S. I. R. (1986). Elementary school climate: A revision of the OCDQ. Educational Administrative Quarterly, 22(1), 93-100.
- Hull, J. H. (1965). Are middle schools the answer? Educational Leadership, 23, 213-216.
- Hunsaker, J. S. (1978). A comparison of the organizational climates of selected middle schools and junior high school (Doctoral dissertation, University of Wisconsin-Milwaukee, 1977). Dissertation Abstracts International, 39, 3332A.
- Inglis, A. (1918). Principles of secondary education. New York: Houghton-Mifflin.
- James, L. R., & Jones, A. P. (1974). Organizational climate: A review of the theory and research. Psychological Bulletin, 81, 1096-1112.
- Johnston, H. J. (1985). The principal's role in creating effective schools. Middle School Journal, 4, 3-20.
- Kottkamp, R. B., Mulhern, J. A., & Hoy, W. K. (1987). Secondary school climate: A revision of the OCDQ. Educational Administration Quarterly, 23, 31-48.
- Lentz, D. W. (1956). History and development of the junior high school. Teacher's College Record, 57(8), 522-530.
- Moss, T. (1969). Middle school. Boston: Houghton-Mifflin.
- National Education Association. (1923, February). Creating a curriculum for adolescent youth, p. 4. Washington, DC: Author.
- Olson, L. (1986, January 22). Effective schools. Education Week, 11-21.
- Peterson, K. (1981). Making sense of principals' work. Paper presented at American Education Research Association Annual Meeting.
- Rosenblum, S., & Jastrzab, J. (1980). The role of the principal in change: The Teacher Corps example. Cambridge, MA: ABT Associates.

- Ross, D. H. (Ed.). (1951). Administration for adaptability: A source book drawing together the results of 12 years' study of the adoption process in education and the adaptability of school systems. New York: Columbia University.
- Schmuck, R. A., Runkel, P. J., Arends, J. H., & Arends, R. I. (1977). The second handbook of organizational development in schools. Eugene, OR: Center for Educational Policy and Management.
- Soares, L., Soares, A., & Pumerantz, P. (1973). Self-perceptions of middle school pupils. Elementary School Journal, April, 381-389.
- Spagnoli, J. (1967). Today's early adolescent and the needs of youth as identified through the junior high school (Doctoral dissertation, Southern Illinois University, 1966). Dissertation Abstracts International, 28, 3574A.
- State of Florida Department of Education. (1988). MIS statistical brief: Membership in Florida public schools (Series 88-12B). Tallahassee: Author.
- Stoffler, J. A. (1967). The relationship of recommended junior high school functions and educational practices in Illinois schools in 1961 and 1966 (Doctoral dissertation, Southern Illinois University, 1967). Dissertation Abstracts International, 28, 2000A.
- Superintendent. (1985). Middle schools in Orange County: Progress reports #1, #3, #4, #6, #7. Orlando, FL: Orange County Public Schools.
- Taguri, R. (1968). The concept of organizational climate. In R. Taguri & G. H. Litwin (Eds.), Organizational climate: Exploration of a concept (pp. 18-30). Boston: Harvard University Division of Research, Graduate School of Business Administration.
- Toepfer, C. F., Jr., & Marani, J. (1980). School-based research. In M. Johnson (Ed.), Toward adolescence: The middle school years (pp. 269-281). Chicago: University of Chicago Press.
- Valentine, J., Clark, D. C., Nickerson, N. C., Jr., & Keefe, J. (1981). The middle level principalship: A survey of middle level principals and programs (Vol. I). Reston, VA: National Association of Secondary School Principals.

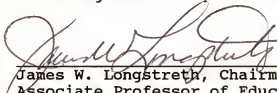
- Van Til, W., Vars, G., & Lounsbury, J. H. (1967). Modern education for the junior high school years. Indianapolis, IN: Bobbs-Merrill.
- Waldman, B. (1971). Organizational climate and pupil control ideology of secondary schools (Doctoral dissertation, Rutgers University, 1970). Dissertation Abstracts International, 32, 2989A.
- Wellisch, W., McQueen, A., Carriere, R., & Duck, G. (1978). School management and organization in successful schools. Sociology of Education, 51, 211-226.
- Yin, R. K. (1984). Case study research: Design and methods. Beverly Hills, CA: Sage.

BIOGRAPHICAL SKETCH

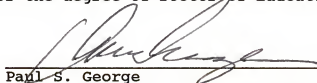
Irene M. Cheponis was born on December 6, 1955, in Wilkes-Barre, Pennsylvania. She graduated with honors from Lake-Lehman High School in Lehman, Pennsylvania. She received her B.A. degree in Elementary Education and History from Stetson University in 1977. Her M.Ed. in Reading in 1978 and Ed.S. in Administration and Supervision in 1981 were both received from Stetson University. She completed her Ed.D. in Educational Leadership in 1990 at the University of Florida.

She now resides in Deland, Florida, where she teaches Reading. For 10 years she has been a teacher at DeLand Junior High (Middle School).

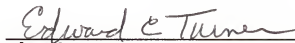
I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.


James W. Longstreth, Chairman
Associate Professor of Educational
Leadership

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.


Paul S. George
Professor of Educational Leadership

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.


Edward C. Turner
Associate Professor of Instruction
and Curriculum

This dissertation was submitted to the Graduate Faculty of the College of Education and to the Graduate School and was accepted as partial fulfillment of the requirements for the degree of Doctor of Education.

May, 1990


Dean, College of Education

Dean, Graduate School